



Enhancing Students' Speaking Skills through the Agree-Disagree Line Games

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Article Info	Abstract
<p>Received: 2026-01-30 Revised: 2026 02-05 Accepted: 2026 05-30</p> <p>Keywords: Agree-Disagree Line Game; Game-Based Learning; Speaking Skills</p> <p>DOI: 10.24256/ideasv14i1.9514</p> <p>Corresponding Author: Risa Anggraini Risa.anggraini005@gmail.com English Education Study Program, Universitas Potensi Utama, Indonesia</p>	<p><i>This study aims to investigate the effectiveness of the Agree-Disagree Line Game in improving the speaking skills of first-semester students in an Indonesian EFL classroom, grounded in Long's Interaction Hypothesis, which emphasizes the role of interaction in language development. The study employed Classroom Action Research consisting of two cycles conducted over eight meetings within one semester and involved 20 first-semester students from the English Department of a private university in Medan. Quantitative data were collected through speaking tests, while qualitative data were obtained from interviews. The quantitative data were analyzed using descriptive statistics, and the qualitative data were analyzed thematically. The quantitative findings indicated a clear improvement in students' speaking performance, with the mean speaking score increasing from 62 in the pre-test to 80.65 in the final post-test. This improvement was further supported by qualitative findings, which showed that students became more active, confident, and motivated during speaking activities. The results indicate that the Agree-Disagree Line Game can serve as an effective game-based learning strategy and provide practical pedagogical implications for EFL teachers in fostering interactive speaking instruction at the tertiary level.</i></p>

1. Introduction

Speaking is one of the essential productive skills that enables students to express ideas, opinions, and interact effectively in real-life communication (Thornbury, 2005). However, many Indonesian EFL students still experience difficulties in speaking English confidently due to limited vocabulary, low

motivation, lack of interactive learning methods, and fear of making mistakes. These conditions often lead to passive classroom behavior, where students hesitate to speak and rely more on memorization rather than spontaneous communication. Consequently, creating an interactive and supportive learning environment becomes a crucial concern in EFL speaking instruction. This issue was identified during a preliminary study conducted in September 2025 among first-semester students at one private university in Medan through classroom observation and informal interviews. The findings revealed that students' low participation and confidence were primarily related to insufficient vocabulary and anxiety when expressing ideas orally. The pre-test results further indicated that only a small proportion of students achieved the minimum passing score of 70, suggesting that students' speaking skills required improvement. These findings highlight a research gap concerning the need for effective instructional strategies that can foster active participation and improve students' speaking performance in Indonesian EFL classrooms.

One pedagogical approach that has gained attention in addressing speaking difficulties is game-based learning, which integrates interaction, engagement, and meaningful communication into the learning process (Kaur & Aziz, 2020; Ben, 2021; Ghazy, 2021; Asih, 2022). Speaking is considered challenging because it requires learners to produce language fluently, accurately, and meaningfully in real-time communication (Brown, 2000). Game-based learning provides opportunities for students to practice speaking in a low-anxiety environment, encouraging active participation without excessive pressure. Previous empirical studies have reported that speaking games contribute positively to learners' fluency, confidence, and willingness to communicate (Kaur & Aziz, 2020; Ghazy, 2021). More recent studies also emphasize the effectiveness of interactive speaking activities in promoting oral communication and learner engagement in EFL contexts (e.g., Rahmawati & Fitriani, 2023; Sari et al., 2024).

Among various game-based strategies, the Agree–Disagree Line Game was selected because it explicitly encourages students to express opinions, respond to differing perspectives, and engage in spontaneous oral interaction. In this game, students position themselves according to their level of agreement with a given statement and provide reasons for their stance, which naturally promotes extended oral production and critical thinking. This activity aligns with Long's Interaction Hypothesis (1983), which emphasizes that language development occurs most effectively through meaningful interaction involving negotiation of meaning and feedback. In this study, speaking skills refer to students' ability to express ideas orally in terms of fluency, accuracy, vocabulary use, and pronunciation. Therefore, this study aims to examine the effectiveness of the Agree–Disagree Line Game in enhancing the speaking skills of first-semester students at one private university in Medan through Classroom Action Research, with particular attention to its impact on students' speaking performance and their responses toward the

implementation of the game in speaking activities.

2. Method

Research Design

Classroom Action Research (CAR) was selected because it allows researchers to identify classroom problems, implement instructional actions, and evaluate their impact through cyclical and reflective processes. The study followed the CAR model proposed by Kemmis and McTaggart (2010), which consists of four stages: planning, action, observation, and reflection. The study was conducted in two cycles, each consisting of four classroom sessions, for a total of eight instructional meetings.

Participants and Sampling Technique

The participants of this study were 20 first-semester students from the English Department of a private university in Medan during the 2025/2026 academic year. Convenience sampling was used, as the participants were drawn from the researcher's assigned class. The inclusion criteria were students who were officially enrolled in the speaking course and actively participated in classroom activities, while students with irregular attendance were excluded from the analysis.

Data Collection

This research utilized both quantitative and qualitative data to address the research objectives and to obtain comprehensive and credible findings. The quantitative data were obtained from students' speaking test scores collected through a pre-test, post-test I, and post-test II administered across two research cycles. The speaking test required students to deliver short monologue responses to opinion-based prompts related to familiar and general topics, allowing them to express ideas freely and spontaneously. Speaking tests were selected because they directly measured students' speaking performance and indicated improvement after the implementation of the Agree–Disagree Line Game. The qualitative data were collected through classroom semi-structured interviews conducted during each cycle. These data focused on students' learning behaviors, participation, confidence, and responses toward the instructional strategy. The qualitative data served to complement and interpret the quantitative findings by providing deeper insights into classroom interaction and students engagement that could not be captured through numerical measures alone.

Research Procedures

The implementation of the Agree–Disagree Line Game was carried out during regular speaking class sessions. During the treatment, students participated in Agree–Disagree Line Game activities guided by opinion-based statements relevant

to the lesson topics. Observations and reflections were conducted after each cycle to identify areas for improvement and to inform the subsequent cycle. This research followed the CAR model proposed by Kemmis and McTaggart, consisting of two cycles with the stages of planning, action, observation, and reflection. The spiral model was employed to ensure systematic implementation and continuous improvement of the instructional strategy in each cycle, as illustrated in Figure 1.

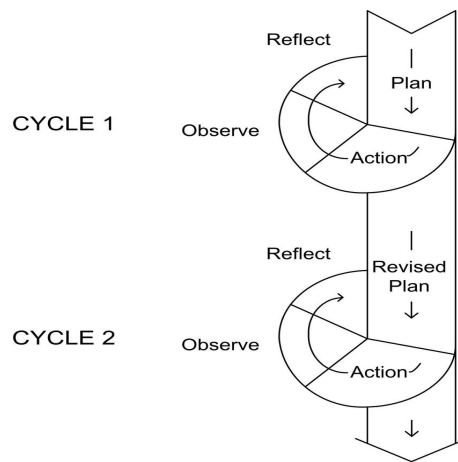


Figure 1. Action research process by Kemmis and McTaggart (2010)

To assess students’ speaking performance, a speaking scoring rubric adapted from Brown (2000) was used, covering accuracy, vocabulary, fluency, and pronunciation. The rubric was applied consistently in the pre-test and post-tests to ensure objective measurement of students’ speaking performance. To enhance scoring reliability, the speaking tests were assessed by two raters, and the scores were discussed to reach agreement before final results were recorded.

Table 1. Speaking Scoring Rubrics

Criteria	Rating Score-Description
Accuracy	<ol style="list-style-type: none"> 1. Uses basic structures; many grammatical errors occur. 2. Uses a variety of basic structures with frequent but understandable errors. 3. Uses a range of grammatical structures but still makes noticeable errors. 4. Uses a variety of structures with only occasional grammatical errors. 5. Uses complex and accurate grammatical structures with minimal errors.
Vocabulary	<ol style="list-style-type: none"> 1. Uses inadequate vocabulary; communication is limited. 2. Uses sufficient vocabulary in familiar or limited situations. 3. Uses sufficient vocabulary in most formal and informal settings.

	<ol style="list-style-type: none"> 4. Uses a wide range of vocabulary accurately and appropriately. 5. Uses an extensive and precise vocabulary suitable for any conversation.
Fluency	<ol style="list-style-type: none"> 1. Speech is slow, hesitant, and lacks fluency. 2. Can handle most social situations with some confidence. 3. Can discuss personal interests or familiar topics with reasonable ease. 4. Speaks fluently in most contexts with natural pacing. 5. Speaks fluently and smoothly across all levels and topics.
Pronunciation	<ol style="list-style-type: none"> 1. Frequent pronunciation errors that interfere with understanding. 2. Pronunciation is generally intelligible despite a noticeable accent. 3. Pronunciation may sound foreign but rarely causes misunderstanding. 4. Clear, natural pronunciation with minor issues. 5. Pronunciation is comparable to a native speaker.

In addition, assessment classification was used to categorize students' speaking performance levels in both the pre-test and post-tests, as shown in Table 2.

Table 2. Scoring Classification

No	Classification	Scores
1	Very Good	80-100
2	Good	70-79
3	Average	60-69
4	Poor	50-59
5	Very Poor	0-49

Furthermore, interviews were conducted to collect qualitative data. Three students were selected as interview participants based on their willingness. In-depth interviews were conducted before and after the implementation of the Agree-Disagree Line Game. All participants were asked the same set of questions related to classroom activities, learning atmosphere, the impact of the game, and their perceived speaking improvement. Students were allowed to use Bahasa Indonesia during the interviews to ensure comfort and clarity of responses. The interviews were conducted until data saturation was achieved.

Data Analysis

After data collection, quantitative and qualitative data were analyzed using different procedures. Quantitative data were analyzed using descriptive statistics

to calculate mean scores and percentages of students achieving the minimum passing score of 70, using the following formulas:

Mean

The mean is the average of a set of numbers.

$$X = \frac{\sum x}{N}$$

Where:

X: The mean of the students' scores

$\sum x$: The total score

N: The number of the students

In addition, researchers used this following formula to categorize the number of students who mastered the lesson:

$$P = \frac{R}{T} \times 100\%$$

Where:

P: The percentage of students who get the point 70

R: The number of students who get point up to 70 above

T: The total of students who do the test

Median

The median represents the middle score of and ordered data set.

$$\text{Median} = \frac{X_{\frac{n}{2}} + X_{\frac{n}{2} + 1}}{2}$$

Where:

X: the score in the ordered data set

N: the total number of students

$X_{\frac{n}{2}}$: the score at the $\frac{n}{2}$ position after the data is arranged from the lowest to the highest

$X_{\frac{n}{2} + 1}$: the score at the $\frac{n}{2} + 1$ position after the data arranged from the lowest to the highest

Range

The Range indicates the spread of scores and is calculated using the following formula: **Range = $X_{\max} - X_{\min}$**

Where:

R: Range

X_{\max} : Highest score

X_{\min} : Lowest score

Mode

The mode is the score that appears most frequently in the data set

Mode = most frequently occurring score

Furthermore, qualitative data were analyzed using thematic analysis. The interview data were translated, transcribed, coded, and categorized into major themes and sub-themes. Trustworthiness was ensured through data triangulation from observations, interviews, and test results.

Ethical Considerations

Ethical considerations were addressed by obtaining students' informed consent prior to data collection. Participants were informed about the purpose of the study, their voluntary participation, and their right to withdraw at any time. Pseudonyms were used to protect participants' identities and ensure confidentiality, in accordance with ethical research standards (Creswell, 2012).

3. Results

Findings

This study was conducted with first-semester students of the English Department in the 2025/2026 academic year. Initial observations indicated that students faced several speaking difficulties, including low self-confidence, fear of making mistakes, limited vocabulary, and anxiety about peer evaluation. Although most students could understand spoken English, they experienced difficulty expressing ideas spontaneously. These challenges were reflected in the pre-test results, which showed that the majority of students had not yet achieved the minimum passing score, indicating the need for an instructional strategy that addresses both linguistic and affective factors in speaking.

After the implementation of the Agree-Disagree Line Game, students demonstrated noticeable improvement in speaking performance and participation. This finding is consistent with previous studies highlighting the effectiveness of game-based learning in increasing motivation and reducing speaking anxiety (Kaur & Aziz, 2020; Ghazy, 2021). The interactive and low-pressure nature of the game encouraged students to express opinions freely and engage in peer interaction, which contributed to improved speaking performance. The improvement was not only reflected in the increase of mean scores, but also in the growing number of students who successfully achieved the minimum passing score across the research cycles. However, this study is limited by its small sample

size and single research context. The following section provides detailed information:

1. Quantitative Data

Each cycle consisted of four treatment meetings and followed four main stages: planning, action, observation, and reflection. Therefore, the total number of meetings across two cycles was eight, with four meetings in Cycle I and four meetings in Cycle II. In the pre-test, only six students achieved scores above the minimum passing standard of 70, and this number increased to ten students in the post-test of Cycle I.

Based on the reflection results from Cycle I, although students showed improvement in participation and confidence, some learners still experienced difficulties in fluency and vocabulary use during spontaneous speaking activities. In line with the principles of Classroom Action Research, reflection serves as a critical stage to identify instructional weaknesses and plan improvements for subsequent actions. As stated by Kemmis and McTaggart (2014), action research is a cyclical process in which reflection informs revised actions to enhance teaching and learning practices.

For this reason, Cycle II was conducted to further enhance students' speaking skills. The continuation of Cycle II aimed to maximize improvement through repeated exposure to the Agree–Disagree Line Game. As a result, students demonstrated further progress, as more learners were able to express opinions more fluently, respond to peers' arguments, and use appropriate expressions during speaking activities. This gradual pattern of improvement supports previous findings that sustained implementation of interactive speaking activities leads to better learning outcomes (Kaur & Aziz, 2020; Ghazy, 2021).

Table 3. Students' Speaking Scores in Pre-test, Post-test I, and Post-test II

No	Students' initial names	Scores		
		Pre-test	Post-test 1	Post-test 2
1	AS	40	60	70
2	ATS	30	60	70
3	AK	80	84	87
4	DSL	70	80	85
5	GIMP	70	75	85
6	HK	75	80	85
7	LT	50	64	70
8	MM	65	70	80
9	NHG	50	65	80
10	PKM	80	85	90
11	SNM	80	84	90
12	YC	80	84	85
13	SMH	65	75	84

14	ACLB	75	80	87
15	RR	70	74	82
16	AIKT	50	65	74
17	AZS	65	70	80
18	JJS	50	60	80
19	SIL	45	60	74
20	MKSH	50	65	75
TOTAL		$\sum X : 1.240$	$\sum X : 1.440$	$\sum X : 1.613$
TOTAL		X : 62	X : 72	X : 80.65

Table 3 above presents students' individual speaking scores across the pre-test, post-test I, and post-test II. In addition to the increase in mean scores, the score distribution also shifted positively, indicating overall improvement across different proficiency levels. Students completed monologue speaking tests in the pre-test, post-test I, and post-test II. After Cycle II, the average speaking score increased consistently from the pre-test to post-test I and further to post-test II. Researchers used this following formula to find out the mean scores:

Mean

$$X = \frac{\sum x}{N}$$

1. **Pre-test**, mean $X = \frac{1.240}{20} = 62$

2. **Post-test I**, mean $X = \frac{1.440}{20} = 72$

3. **Post-test II**, mean $X = \frac{1.613}{20} = 80.65$

From the results above, it can be seen that the students' mean score increased in each test. The mean score in the pre-test was 62, then it improved to 72 in Post-test I, and increased again to 80.65 in Post-test II. This shows that the students' performance improved after the teaching and learning process.

Median

$$\text{Median} = \frac{X\left(\frac{n}{2}\right) + X\left(\frac{n}{2} + 1\right)}{2}$$

1. **Pre-test**, median = $\frac{X\left(\frac{20}{2}\right) + X\left(\frac{20}{2} + 1\right)}{2} = \frac{X(10) + X(11)}{2} = \frac{65 + 65}{2} = 65$

$$2. \text{ Post-test I, median} = \frac{X(\frac{20}{2})+X(\frac{20}{2}+1)}{2} = \frac{X(10)+X(11)}{2} = \frac{70+74}{2} = 72$$

$$3. \text{ Post-test II, median} = \frac{X(\frac{20}{2})+X(\frac{20}{2}+1)}{2} = \frac{X(10)+X(11)}{2} = \frac{80+82}{2} = 81$$

These results indicate a steady increase in the median score across the research cycles

Range

$$\text{Range} = X_{\max} - X_{\min}$$

1. **Pre-test** Range: $X_{\max} - X_{\min} = 80 - 30 = 50$

2. **Post-test I** Range: $X_{\max} - X_{\min} = 85 - 60 = 25$

3. **Post-test II** Range: $X_{\max} - X_{\min} = 90 - 70 = 20$

The decreasing range across the tests show that students' speaking abilities became more evenly distributed over time

Mode

Mode = most frequently occurring score

1. **Pre-test** Mode: 50

2. **Post-test I** Mode: 60

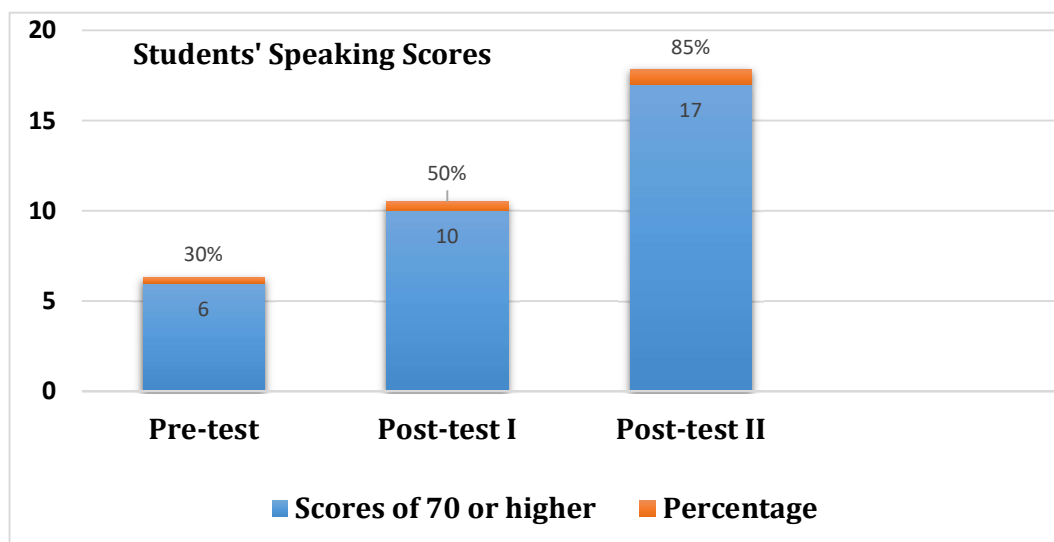
3. **Post-test II** Mode: 80 and 85

The shift in modal values toward higher scores indicates overall improvement in students' speaking proficiency

Table 4. The Comparison Scores of Pre-test, Post-test I, Post-test II

Test	Pre-Test	Post-Test I	Post-Test II
scores of 70 or higher	6	10	17
Percentages (%)	30	50	85

The table above presents the development of students' speaking scores across the pre-test, post-test I, and post-test II. In the pre-test, only 6 students (30%) achieved scores above 70. This figure rose to 10 students (50%) in the post-test of Cycle I. Then, in the post-test II of cycle II, this number increased again to 17 students, reaching 85% of the class. These results indicated that agree disagree line game enhanced students' speaking skills.



Qualitative data was collected through in-depth interview. There were three students participated as the interviewee. Each of them was interviewed together, taking the same time and place. Researchers recorded the interview by using smartphone. This interview was done based on students' willingness so they are the ones who decided the time and select the settings. Students also have a right to select the language they are comfortable with. As students request to use not use their own names, researchers will just use students' initial names. This is researcher's way to respect students' rights and trustworthiness. Considering ethical issue is one of the essential things to keep in doing qualitative research. It is a form of respecting the participants or informants. The interviews were done twice, before and after the treatment in September and October. Researcher prolonged the interview because the interview data have not met with the research questions yet. Therefore, researchers did the interview until the data get saturated. After doing interview, researchers found some major themes such as 1) Students' speaking levels, 2) Students' speaking difficulties, 3) Students' learning styles, and 4) Student's learning expectations.

1) Students' Speaking Levels

Researcher's question:

How do you describe your current speaking level in English?

Based on the interview results, the three participants (AS, ATS, and LT) described their speaking level as basic and reported a lack of self-confidence when speaking English. These statements were consistent with their pre-test results, which showed that all three students obtained scores below 70, the minimum passing standard, indicating that significant improvement in speaking skills was still needed. This finding aligns with previous research suggesting that low

proficiency in vocabulary, grammar, and pronunciation often affects learners' confidence and willingness to communicate in EFL contexts (Brown, 2000; Thornbury, 2005).

AS explicitly mentioned difficulty in producing spoken responses due to limited grammatical control and listening comprehension:

"I cannot speak well. I am not able to answer questions if people speak too fast and I should use correct grammar."

AS further added, *"Sometimes I know the answer, but I get nervous and forget how to say it correctly."*

This highlights how anxiety and lack of linguistic resources can affect oral performance (Richards, 2008). Besides, ATS emphasized receptive ability but limited productive skills, particularly related to vocabulary and pronunciation anxiety:

"I understand when people are talking in English, but I cannot respond to them. I think it is because I do not have adequate vocabulary and sometimes, I overthink how to pronounce words in English. I am not sure about what I am saying."

ATS also mentioned, *"Even when I try to speak, I pause a lot because I am afraid of saying the wrong word."*

This response confirms that vocabulary limitations and overthinking pronunciation can create hesitation and disrupt fluency (Brown, 2000; Thornbury, 2005). Furthermore, LT reported feelings of self-doubt when comparing themselves with peers, which negatively affected their speaking confidence:

"Actually, I can speak English even though I am not fluent. When I listen to my classmates, I feel they speak better and express their ideas more clearly. Because of that, I sometimes doubt my ability and feel less confident about my speaking level."

LT further explained, *"Sometimes I avoid answering questions because I feel my English is not good enough."*

This reflects how social comparison can influence learners' motivation and self-perception in speaking (Richards, 2008). After participating in the Agree-Disagree Line Game over eight meetings, all students reported an increased willingness to speak during class activities. They stated that the game encouraged them to speak more spontaneously and naturally.

ATS mentioned, *"When we played the game, I did not think too much about making mistakes. I just tried to express my opinion."*

AS also said, *"I feel more relaxed because the game is fun and interactive, not like a test."* LT added, *"I feel more confident because everyone has to speak, not only the active students."*

These responses suggest that interactive, game-based activities can reduce speaking anxiety, provide meaningful practice, and create a supportive classroom environment (Adipat et al., 2021; Asih & Halisiana, 2022; Yu et al., 2020). Additionally, LT emphasized that repeated practice through the game helped acquire the language and increase fluency:

"After several rounds of the game, I feel I can speak more easily because I am used to expressing my thoughts in English. It makes me excited to speak because I know that everyone participates and mistakes are accepted."

These findings indicate that the Agree–Disagree Line Game not only improves oral performance but also fosters a positive affective climate that encourages all students to participate actively.

2) Students' Speaking Difficulties

Researcher's question:

What difficulties do you usually face when speaking English in class?

The interview data revealed that AS, ATS, and LT experienced similar speaking difficulties, including limited vocabulary, fear of making mistakes, mispronunciation, low self-confidence, and low motivation. These difficulties reflect common challenges faced by EFL learners, where both linguistic limitations and affective factors influence students' speaking performance (Brown, 2000; Thornbury, 2005). AS identified anxiety and fear of negative peer evaluation as major barriers to speaking English in class. The participant explained that concern about making mistakes reduced motivation to practice speaking.

AS stated, *"I often feel afraid of making mistakes when I speak English. I worry my classmates might laugh at me, so I become anxious and lose motivation to practice."*

In another part of the interview, AS added, *"Sometimes I already know what I want to say, but I am too nervous to say it aloud."*

This finding supports Brown's (2000) view that anxiety and fear of making errors can inhibit learners' willingness to communicate and negatively affect oral

performance. Similarly, ATS emphasized limited vocabulary and grammatical confusion as primary challenges in speaking English.

ATS stated, *“I really want to speak, but I do not know enough vocabulary. I also worry about grammar, especially when expressing time such as ‘sedang, sudah, akan’ in English.”* The participant further noted, *“When I speak, I often stop in the middle of a sentence because I cannot find the right word.”*

This aligns with Thornbury (2005), who argues that inadequate lexical resources and uncertainty about grammatical accuracy often disrupt fluency in spoken communication. Meanwhile, LT mainly experienced low self-confidence due to fear of being judged by peers.

LT explained, *“I am afraid people remember my mistakes and underestimate me. This makes me less confident and less motivated to speak.”* LT also mentioned, *“Even when the teacher asks simple questions, I sometimes avoid answering because I feel embarrassed if my pronunciation is wrong.”*

These findings are consistent with Richards (2008), who emphasizes that psychological factors such as confidence and anxiety play a crucial role in students’ speaking development. After participating in the Agree–Disagree Line Game, all students reported that interactive and game-based activities helped reduce anxiety and encouraged more spontaneous speaking.

AS stated, *“The game makes me feel relaxed because everyone speaks, not only me.”* ATS commented, *“I feel braver to speak because the activity is fun and not too formal.”*

In line with AS, LT also explained, *“When we play the game, I focus more on giving my opinion rather than worrying about mistakes.”*

These responses support previous studies indicating that game-based learning can increase student engagement, motivation, and confidence in speaking activities (Adipat et al., 2021; Asih & Halisiana, 2022; Yu et al., 2020).

3) Students’ Learning Styles

Researcher’s question:

What kind of learning activities help you speak English more comfortably?

Although the students demonstrated different learning styles, all participants expressed a strong preference for interactive and movement-based learning activities. They reported that speaking while moving and interacting with peers helped them feel more relaxed, confident, and able to express ideas more naturally. This finding suggests that active participation and physical engagement play an important role in supporting students’ speaking comfort and confidence (Brown,

2000). AS emphasized that movement-based activities helped reduce anxiety and increased confidence when speaking English.

AS stated, *"I like this game because I can move while thinking critically. Standing in the line and giving opinions makes me more confident."* In addition, AS explained, *"When I stand and choose my position, I feel more prepared to speak because I already have an idea in my mind."*

This response indicates that physical movement supported both cognitive processing and oral expression. Such findings are consistent with studies highlighting the positive impact of movement-integrated and game-based learning on student engagement (Adipat et al., 2021; Madsen et al., 2020). In line with AS, ATS also highlighted the importance of peer interaction in creating a comfortable speaking environment.

ATS stated, *"I like speaking with friends because they help me when I make mistakes. It makes me feel more comfortable."* ATS further added, *"When my friends speak first, it gives me ideas and makes me brave enough to speak too."*

This suggests that collaborative learning and peer support reduce fear of making mistakes and encourage learners to take risks in speaking. Richards (2008) notes that a supportive classroom atmosphere plays a crucial role in developing students' speaking confidence. Meanwhile, LT focused on the interactive and enjoyable nature of games as a key factor in increasing participation.

LT stated, *"Games create an interactive environment and make me participate more actively."* LT also mentioned, *"I feel more motivated to speak because the activity does not feel like a test."*

This indicates that game-based activities can lower students' anxiety and shift their focus from accuracy to communication. These findings support previous research showing that game-based learning enhances motivation, engagement, and participation in EFL speaking activities (Asih & Halisiana, 2022; Yu et al., 2020). In short, the Agree-Disagree Line Game was found to align well with students' learning preferences by integrating movement, interaction, and collaboration. By encouraging spontaneous speaking in a supportive and engaging environment, the activity helped students feel more comfortable expressing their ideas in English, despite differences in individual learning styles.

4) Students' Learning Expectations

Researcher's question:

What are your expectations for speaking activities in English class?

All participants expected speaking activities in English class to provide more opportunities for meaningful practice through communicative, interactive, and student-centered tasks. They believed that the Agree–Disagree Line Game could help improve their speaking skills by reducing anxiety, increasing confidence, and encouraging equal participation. These expectations reflect students' preference for learning environments that prioritize active engagement and communication rather than passive learning. AS expressed a strong expectation for enjoyable speaking activities that could increase confidence and motivation.

AS stated, *"I hope we have more activities like this. It makes me more confident and excited in speaking class."* AS further explained, *"When the activity is interesting, I forget that I am afraid of making mistakes, I feel more confident because I can share my opinion, not just answer questions."*

These responses indicate that students expect speaking activities to support confidence-building and reduce fear of errors, which is essential for developing oral communication skills (Brown, 2000). In addition, ATS emphasized the importance of spontaneous speaking and equal opportunities to participate.

ATS explained, *"I want to speak without thinking too long. This game helps because everyone participates, not only me."* ATS also added, *"I do not feel shy because everyone must speak, so I am not the only one who makes mistakes."* Furthermore, ATS stated, *"This activity helps me practice speaking naturally, not memorizing sentences."*

These statements suggest that students expect speaking activities to encourage fluency and natural expression rather than overemphasis on accuracy. Next, LT highlighted expectations related to critical thinking and peer interaction.

LT stated, *"When my friends disagree with me, I am encouraged to explain my opinion. This helps me think critically."* LT further added, *"I feel motivated to speak because my opinion is different from others. I expect more activities where we can discuss and give reasons, not just short answers."*

These responses indicate that students value speaking activities that challenge them intellectually while promoting interaction and engagement. This finding supports research suggesting that game-based and interactive activities enhance students' motivation and involvement in speaking tasks (Adipat et al., 2021; Yu et al., 2020). These findings indicate that the Agree–Disagree Line Game meets students' learning expectations by providing meaningful speaking practice, encouraging interaction, and reducing anxiety. By creating an inclusive and supportive learning environment, the activity allows students to engage more confidently in speaking activities while developing both communication skills and

critical thinking.

4. Discussion

Interpretation of Findings

The findings of this study indicate that the implementation of the Agree-Disagree Line Game contributed positively to the improvement of students' speaking skills. Both quantitative and qualitative results consistently showed a gradual increase in students' speaking performance across the research cycles, with the most significant improvement occurring in Cycle II. This confirms that the instructional strategy was effective in addressing students' initial speaking difficulties. At the beginning of the study, students experienced several obstacles in speaking, including limited vocabulary, fear of making mistakes, overthinking pronunciation, grammatical concerns, insecurity when comparing themselves with more fluent peers, and low motivation due to negative past experiences. These factors were reflected in the pre-test results, where only 30% of students achieved the minimum score of 70. Such conditions align with Brown's (2000) view that speaking is a complex skill requiring real-time language production, which often leads to anxiety and low confidence among learners.

The improvement in students' speaking skills can be attributed to the characteristics of the Agree-Disagree Line Game as an interactive and low-pressure learning activity. The game encouraged students to express opinions spontaneously, interact with peers, and participate actively without excessive concern about accuracy. This interactive environment reduced students' anxiety and increased their willingness to speak, as it was confirmed by interview data. It can also be noted that students felt more confident when participating actively in a collaborative setting, which suggests that peer support and shared responsibility were important contributing factors. However, some students with higher anxiety or lower baseline vocabulary still required additional support to fully benefit, suggesting that individual differences influenced the rate of improvement.

Comparison with Previous Studies

These findings support previous studies on game-based learning, which emphasize that enjoyable and engaging activities can enhance motivation and participation in speaking classes. Kaur and Aziz (2020) found that language games improve oral fluency and student engagement. Ben El Moudden (2021) highlighted that interactive, game-based activities can foster communicative competence and active participation in EFL classrooms. Ghazy et al. (2021) reported that classroom games help increase students' confidence and willingness to communicate, particularly for learners with low initial proficiency. Furthermore, Asih and Halisiana (2022) indicated that game-based speaking activities provide both motivation and practice opportunities. The current study extends these findings by

showing that repeated cycles and structured peer interaction (Cycle II) contributed to more consistent improvements than the first cycle.

Theoretical Implications

The results of this study are in line with Long's Interaction Hypothesis (1983), which emphasizes that meaningful interaction, negotiation of meaning, and increased output play a crucial role in speaking development. The Agree–Disagree Line Game provided structured opportunities for students to negotiate meaning and explain opinions, facilitating extended speaking output. However, the study also shows that students with higher anxiety still required teacher guidance to fully benefit from interaction, suggesting that affective factors should be integrated into theoretical applications when designing speaking interventions.

Pedagogical Implications

Several aspects of the game contributed to students' improvement. Movement-based interaction allowed students to speak while physically engaged, reducing anxiety and promoting active participation, while structured turn-taking ensured that all students, including less confident ones, participated equally. Peer feedback and disagreement encouraged critical thinking and extended output, and the low-pressure environment allowed students to focus on communication rather than accuracy. Teachers are recommended to implement these activities with clear instructions, scaffolding for less confident students, and opportunities for peer interaction, while also reflecting on each cycle to adjust for maximum effectiveness.

Although the study showed significant improvements, the findings are based on a small sample from a single class, which may limit generalizability to other EFL contexts, so teachers are encouraged to adapt the activity to fit their students' needs and class size. Not all students improved equally, as a few participants continued to struggle with speaking, particularly those with higher anxiety, lower baseline vocabulary, or less confidence in peer interaction; interviews revealed that these students still felt nervous even during interactive games, suggesting that individual differences, such as affective filters and self-perception, play a significant role in the rate of improvement. While the Agree–Disagree Line Game led to immediate improvements, the study did not measure long-term retention of speaking skills, and the sustainability of improvement depends on continued practice and exposure to interactive speaking opportunities. Integrating similar game-based activities regularly can help maintain fluency, motivation, and confidence over time.

Practical recommendations for teachers include using movement-based and interactive speaking games regularly to increase student participation and reduce anxiety. Teachers should give clear turn-taking so all students have a chance to speak, encourage peer feedback and discussion to develop understanding and critical thinking, and pay attention to students who need extra support. Teachers

are also encouraged to reflect on and adjust the activities over time, as improving them step by step can make them more effective.

5. Conclusion

Based on both quantitative and qualitative findings, the implementation of the Agree–Disagree Line Game was effective in enhancing students' speaking skills. The study showed that students improved progressively across the cycles, while qualitative data confirmed that interactive, collaborative, and movement-based activities aligned with their learning preferences. Moreover, students reported that the game allowed them to express opinions naturally, engage in meaningful communication with peers, and practice speaking in a low-pressure and enjoyable environment, which helped reduce anxiety and build confidence.

Consequently, this study contributes to the field of EFL education by demonstrating that game-based, interactive strategies can effectively support speaking development, particularly for learners with lower initial proficiency and limited confidence. Nevertheless, the study has limitations, including a small sample size, a single class context, and a short duration. Therefore, it is recommended that future researchers explore the implementation of the Agree–Disagree Line Game across different educational contexts, such as senior high schools, vocational schools, or university levels, as well as investigate variations in game design, frequency of implementation, and group sizes to optimize outcomes. Taken together, these findings indicate that interactive, movement-based games can be an effective tool in EFL classrooms in Indonesia, not only for improving language proficiency but also for increasing students' motivation, engagement, and confidence in speaking English.

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