

Teaching English through Gaming to Increase Students' Speaking Skill at Junior High School

Ika Nuriyanti*

Universitas Islam Malang

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*Correspondence: Ika Nuriyanti

Email: ikanury01@gmail.com

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delivered and targeted achievements can be achieved according to schedule. There is no doubt that it improves pupils' confidence, active engagement, and speaking fluency.

Abstract: The purpose of this study is to determine how well SMP Muhammadiyah 06 DAU students' speaking abilities can be enhanced by using game as method. The students' speaking abilities improve as a result of these advancements. Prior to putting the activities into practice. Data from performance tests, student observations, and implementation discussions are analyzed using the qualitative technique. Student opinions about the use of gaming in English language learning, particularly speaking skills, are also processed. The outcome showed that using game content to improve students' speaking abilities is thought to be highly successful. The students' speaking abilities improve as a result of these advancements. Prior to putting the activities into practice, according to the observations, student activity increased from an average of 74.7% in cycle one and 82.2% in cycle two to 86.3% in cycle three. Additionally, speaking proficiency in the learning process increased from 75.7% in cycle I to 87.8% in cycle II to 93.8% in cycle III. It was stated that game method was an innovation in English language instruction that helped students relax and enjoy the process while also dispelling the myth that learning English is hard. Gaming is not only attract students' interest but is also able to maintain student activity in the learning process. The use of gaming in junior high schools has also been proven to make class time more efficient because the material

Keywords: Gaming, Speaking Skill, English Subject

Introduction

In this modern world, communication skills play a vital role and one must have mastery over these skills to get success in their respective fields. So, speaking is the most important skill among all the four language skills in order to communicate well in this global world (Rao, 2019a). As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields (Rao, 2019b). English is about communicative approach for the enhancement of speaking skills of her students in the class (Qureshi, 2013). Most of the world's English language teachers speak English as a second or third language rather than as their first language (Richards, 2017). Systematically and explicitly addressing the teaching of speaking is an aspect of English language teaching that is often underestimated. While teachers may be presenting various speaking activities in the classroom, such activities may amount to 'doing speaking' rather than 'teaching speaking' (Burns, 2019). Speaking helps the EFL learners in fluency of

language and to improve skills of learners need to confidence in their ability speaking for more attention speaking skill receive less consideration in classroom and to improve pronunciation to promote listening skill (Kadamovna, 2021). In this modern world, communication skills play a vital role and one must have mastery over these skills to get success in their respective fields (Rao, 2019b). Thus, the classroom is the ideal platform to acquire good communication skills, especially, speaking skills (Malavika & Muthukrishnan, 2021). Teaching and learning are two basic processes underlying the activity of students and teachers nowadays. Learning process puts both parties toward each other, what it teaches, and what it takes, the teacher and the student (Sadiku, 2015). To produce competitive students that ready to face the trend of language learning in English as a foreign language, especially speaking skills, teachers should be ready to develop good planning in the teaching process. It can be in the form of strategies that can motivate students in the learning process (Sinaga & Oktaviani, 2020). Games are a very good method to use in the teaching and learning process, especially in language learning, because games can increase students' activeness and motivation. The recently developed learning techniques such as gamification and game-based learning (GBL) are thought to be appropriate for enjoyable English language learning (Asih & Halisiana, 2022). Because it is used all around the world, English is an essential language to master. However, students in ESL classes were found to have weak and subpar speaking abilities (Tiing & Yunus, 2021). The language skills of speaking and listening complement one another. Pupils with strong speaking abilities will also have strong listening abilities. Regretfully, pupils with strong listening abilities do not necessarily have strong speaking abilities (Kenza Tacarraoucht et al., 2022). Games are educational media that can be utilized to engage students in classroom instruction and learning activities. The game being utilized is known as game-based learning or educational games since it has been modified to meet the requirements of classroom instruction (N. P. Dewi & Listiowarni, 2019). Thus, English should be noted as a crucial matter needed in communicating and takes part in living within era 5.0 in the future (Cahyadi et al., 2022)

Students who learn remotely are unable to practice speaking because of the lack of in-person interactions in the classroom. In a different instance, students were accustomed to using computer games. This circumstance compels the instructor to provide students with innovative teaching-learning opportunities in the classroom (Wijanarko et al., 2021). Games make learners fun and eager to participate in the learning process (Li et al., 2023)

Speaking is the basic as well as the most important skill that needs to be acquired by English language learners (Sofyan et al., 2019). Students are encouraged to participate in a variety of learning activities, such as visual, auditory, and verbal exchanges, when games are used in language classes (Yeret, 2023). Since speaking is the primary form of communication worldwide, it is one of the most important skills to learn. Nonetheless, the majority of ESL students continue to struggle with improving their English speaking abilities (Paneerselvam & Mohamad, 2019). Teachers that view games as a motivating tool that can improve their teaching and learning practices have given the usage of games in education a lot of thought. A relatively recent development in education is gamification, which encourages the use of games for learning objectives. Gamification, also known as

game-based learning, is becoming more and more popular in educational institutions as a way to encourage training, help students improve their problem-solving abilities, and improve the learning process (Abdeen & Albiladi, 2021). Therefore, SMP Muhammadiyah 06 Dau - Malang became a place of research in improving English speaking skills using the game method because this method has never been used, especially in class VII. The purpose of improving this language speaking ability is so that students can improve their achievements in communicating using English because the better the students' ability to communicate in English, the better the students' knowledge of English. The selection of the method used is adjusted to the interests of students who prefer to learn languages happily using games.

Methodology

This research is practical based classroom action research problems that exist in improving speaking skills at speaking class. CAR is a process in which a teacher identifies problems in the context of his or her own classroom and then engages in investigative methods to address the problems (De Beer, 2019). The method used Classroom Action Research (CAR) that developed by Kemmis and Mc Taggart (2013). It consists of four steps namely, planning, acting, observing, and reflecting. Improvement the problem in this research was brought by the series of cycle (Putra et al., 2022). With the help of students, coworkers, and technicians, this study was carried out in class VIIB SMP Muhammadiyah 06 DAU Jalan Ulil Abshar Jetis Mulyoagung during the 2024–2025 academic year. In the meanwhile, performance tests, observations, conversations, and cameras are the methods and equipment utilized to gather data. Learning outcomes are examined by examining the average score of performance test results, which are based on preset assessment criteria. Descriptive analysis of the data gathered during each observation or observation activity is done using percentage techniques to identify trends in English speaking activities. After that, they were divided into three categories: not yet achieved, accomplished, and exceeded. The data collection used by researcher in carrying out this research is using observation methods, both on the learning process and on the results learning. Observation of the learning process is used to find out advantages, disadvantages, or obstacles that can cause the learning process declared successful, less successful, or failed. Meanwhile, observation of learning outcomes used to find out how far each student has succeeded in the process learning expressed in a collection of student's scores. With this, if we can see the success of the actions that have been carried out in cycle I then research will be stopped. However, if the success value has not reached the standard of success, then the second cycle will be carried out and so on until the success standards are met. Student's learning outcomes that increase to reach the specified standard of completion will be criteria for success in this research.

Result and Discussion

This classroom action research was carried out in class VIIB at SMP Muhammadiyah 06 DAU, Mulyoagung Malang during the April - May 2025 semester of the 2024–2025

academic year. There were 33 students in total, 16 of whom were male and 17 of whom were female. Performance exams, questionnaires, observations, conversations, and webcams are some of the methods and resources utilized in PTK to gather data from teachers, peers, and students.

While descriptive analysis is carried out using percentage techniques to identify trends in speaking activities in English texts based on the data gathered in each observation or observation activity during the implementation of the research cycle, learning outcomes are examined by looking at the average value of performance test results that refer to criteria, planned evaluation. After that, they were divided into three categories: not yet achieved, accomplished, and exceeded.

Three cycles comprising four stages—planning (plan), implementation (act), observation (observe), and reflection (reflect)—were used to conduct this study. Finding the fundamental skills that will be the subject of the research and developing the tools required for the three phases of learning activities—pre-speaking, speaking, and post-speaking—are the first steps in the planning stage. During the observation phase, the researcher and associates watched how students were learning and recorded their observations on the observation sheet. Reflection is the last step, where observations are analyzed to draw conclusions and plan the next course of action.

The research findings were divided into four categories: the results of the survey administered prior to the PTK, the findings of the first, second, and third research cycles, and the findings of the survey conducted following the research. Students were given a questionnaire prior to the classroom action research, and the results showed that only 9 students (18.1%) dared to speak English, 24 students (71.7%) had trouble speaking the language, and 33 students had never used speaking by gaming on English. However, 24 students thought speaking was enjoyable because they enjoyed speaking through gaming. Action was taken in cycle I after learning the map of the students' condition from the pre-PTK questionnaire results. The results showed aspects of motivating students, stating learning objectives, giving students the chance to ask questions, guiding students both individually and in groups, and assessing student performance—all of which the teacher did very well—but from the perspective of forming student groups, promptly organizing each stage of the learning process, and concluding that the teacher still needs to improve the learning material. Overall, cycle I teacher activity results ranged from 80.8% to 88.2%, whereas cycles two and three showed 90.3%.

70.6% of students take the initiative to begin work and solve difficulties, according to the findings of observations of their participation in learning activities. Of the students, 67.7% already possess responsibility. More instruction is still required for the remaining pupils regarding not bringing textbooks or dictionaries. In the spoken learning process, nearly all students actively ask and respond to questions from teachers and friends (75.7%), and group collaboration is strong (77.6%). But when it comes to being on time, students still require more guidance because four students (12.7%) still arrive late for class discussions. The average is 73.8% overall, which is considered good. It seems to be fairly well-organized and content-rich based on the student speaking assessment metrics. This occurs as a result

of the teacher guiding the class through the entire speaking process, from pre-speaking until the point where students talk in pairs in front of the class.

Students' pronunciation still needs improvement in terms of grammatical indications.

Twenty-five students (75%) achieved a score that above the minimal completeness score (KKM) criterion of 75 in cycle one, followed by thirty students (90.7%) in cycle two and thirty-one students (93.6%) in cycle three. In cycle one, the average class score was 75.9; in cycles two and three, it rose to 77.8 and 81.6, respectively. 28 students (86.8%) expressed interest in using games to study English texts, demonstrating the effectiveness of these resources in enhancing learning outcomes in cycle I. 25 students (74.6%) believe the topic is easy to understand because of the straightforward presentation of the material (84.6%). All students (100%) still require detailed instructions when learning to speak English texts, nonetheless. Instructors provide students the chance to ask questions (84.6%) and offer one-on-one and group guidance (87.7%). In cycle I, the demonstration method's average effectiveness was 86.4%. Since there were still issues with the learning process in cycle I based on implementation and observations, a better plan was created in cycle II, which produced the following outcomes: Activity for teachers in cycle II of the learning process. In cycle II, the instructor inspired the class, gave them a chance to ask questions, led them both individually and in groups, wrapped up the lesson, and gave them follow-up assignments, all of which were executed expertly. Overall, teacher activity scores increased, rising from 85.6% to 90.3% in cycle II. Student activities for Cycle II. Observations of student activities in cycle II revealed an increase: 71.8% of students in cycle I took the initiative to begin working and solve difficulties, compared to 81% in cycle II. According to cycle I, 69.6% of students possessed responsibility, and in cycle II, that number rose to 87.8%.

More instruction is still required for the remaining pupils regarding not bringing textbooks or dictionaries. In terms of active questioning, it dropped from 76.4% in cycle I to 81% in cycle II, while group collaboration among students rose from 78.6% in cycle I to 82.4% in cycle II. Students still need more guidance even though their timeliness improved, going from 77.2% in cycle I to 78.7% in cycle II. This is because three students (9%) were still late for class discussions. The average was 82.2% overall, which is considered good. With an average score of 80.4 and a learning completion of 87.9%, the results of the performance exam in cycle II revealed that two students had a KKM score of 75, or 6%, 27 students received a score above the KKM (81.7%), and four students (12%) have not yet attained the KKM. According to the data, learning completeness increased from 75.6% in cycle I to 86.7% in cycle II, and the average score increased from 75.8 in cycle I to 78.8 in cycle II. According to cycle II questionnaire results, 30 students (90%) expressed interest in using learning videos to study English texts, and 29 students (86%) felt that the content was understandable and the delivery technique was sufficiently clear (86%). For all students to become more proficient speakers of English texts, they require detailed instruction. Additionally, teachers provide pupils the chance to ask questions when they are having trouble (83.6%) and mentor them both individually and in groups (92%). Overall, the demonstration method's average efficacy in spoken learning exercises with procedure texts is 90%, which falls into the very

good range. Since there are still issues with the learning process in cycle II based on implementation and observations, a better plan is created in cycle III, which has the following outcomes. as follows: Activities for teachers in cycle III of the learning process. In cycle I, the instructor inspired the class, gave them a chance to ask questions, led them both individually and in groups, wrapped up the lesson, and gave them follow-up assignments, all of which were executed expertly. Overall, teacher activity scores increased, rising from 84.6% in cycle I to 90.2% in cycle II and then to 91.03 in cycle III. Student activities for Cycle III. The findings of observations of student activities in cycle III revealed an increase: in cycle I, 70.8% of students took the initiative to begin working and solve difficulties; in cycle II, this number rose to 80%; and in cycle III, it reached 81.5%. According to the responsibility side, 68.7% of pupils possessed it in cycle I, 86.8% in cycle II, and 90.1% in cycle III. The remaining pupils still require more instruction on how to avoid leaving their textbooks or dictionaries behind. Group cooperation among students rose from 77.7% in cycle I to 81.5% in cycle II, but question-asking activity fell from 75.4% in cycle I to 80% in cycle II and then to 82.2% in cycle III. Although there was an improvement in timeliness, namely from 76.2% in cycle I to 77.7% in cycle II, students still required additional guidance because two students (6%) were still late for class discussions. The average is 85.2% overall, which is considered good. According to cycle III performance test results, 31 students (92.8%) received scores higher than the KKM, while 2 students (6%) only achieved the KKM with an average score of 81.8 and learning completion. 90.6%. According to the data, the average value increased from 75.8 in cycle I to 77.8 in cycle II and then to 81.8 in cycle III. Learning completeness also increased from 74.7% in cycle I to 86.8% in cycle II and then to 92.8% in cycle III. According to the results of cycle III's final questionnaire, 31 students (93%) expressed interest in gaming to study English texts, and 30 students (90%) felt that the content was understandable and the delivery technique was sufficiently clear. For all students to become more proficient speakers of English texts, they require detailed instruction. Additionally, teachers give students the chance to ask questions when they are having trouble (90%), and they mentor students both individually and in groups (93%). The average efficacy of gaming for speaking exercises with English texts is 91.4%, which falls into the very good range.

In the Title of *Using Communicative Games in Improving Students' Speaking Skills* (R. S. Dewi et al., 2016) *English Language Teaching* (2016) According to the study's findings, the mean score on the pretest ranged from 60.42 to 69.02, while the post-test score increased to 78.77. In post-test 1 and post-test 2, there was a noteworthy improvement of 13.9% to 41.7% and 83.33%, respectively. As a result, the success criteria had been established. It is important to remember that communicative games have improved the teaching and learning process. This also suggests the interactive activities that are supposed to boost pupils' motivation and excitement. There is no doubt that it improves pupils' confidence, active engagement, and speaking fluency.

The next article *THE USE OF BOARD GAME IN TEACHING SPEAKING TO YOUNG LEARNERS* (Syakur, 2020) *English Education : Journal of English Teaching and Research* (2020) The benefits of employing board game media to teach speaking, particularly to younger

students, were determined using the findings of the literature review. The following are some benefits of playing board games to teach speaking to young students: they make learning enjoyable, encourage active participation, and make verbal communication enjoyable. It was anticipated that teachers or researchers would be able to use the study's findings as information and a resource for future research.

The next article *Improving the speaking learning process to the students of grade VIII through games* (Purnamu & Priyana, 2020) *Lingua Pedagogia, Journal of English Teaching Studies* (2020) The results demonstrate that well-designed games that incorporate pre-game activities, gameplay, and closure, together with a few auxiliary activities, can enhance the speaking learning process. Games are an effective way to reduce native language interference, reduce student dominance in the classroom, encourage students to speak English spontaneously, give them lots of chances to speak as much as possible, encourage them to prioritize fluency over accuracy, boost their confidence, and increase their engagement in the learning process. The students' speaking abilities improve as a result of these advancements. Prior to putting the activities into practice, the students' average performance test score was 63.39; following the implementation of the actions, their score increased to 81.64. It indicates that it rises by roughly 28.77%. It may be concluded that when the games were introduced, the pupils' speaking abilities increased.

Conclusion

The following conclusions can be drawn from the research findings and discussion:

- 1) Efforts to improve students' comprehension of learning must be wrapped in original and creative ideas; in particular, learning to speak English necessitates constant practice, so that students can use gaming to learn English at home or in other locations in addition to school.
- 2) Short functional texts and narrative/report texts can be made more interactive through the use of gaming. Observational data indicate that student engagement has increased from an average of 74.7% in cycle one and 82.2% in cycle two to 86.3 % in cycle three. Additionally, teacher engagement in the learning process has increased from 85.7% in cycle I, 90.3% in cycle II, and 92.03% in cycle III.
- 3) Speaking proficiency in narrative/report and short functional texts has improved, rising from 75.8 in cycle one to 78.8 in cycle two to 81.8 in cycle three. Additionally, learning completeness went from 75.7% in cycle one to 87.8% in cycle two to 93.8% in cycle three.
- 4) By using gaming, students can practice pronouncing words correctly and with the right intonation, come up with speaking ideas, and employ the right gestures to enhance their ability to communicate in English.
- 5) Since students may learn and practice at any time and from any location, using gaming foster a more pleasurable learning environment. For subsequent researchers, it is recommended that they increase the types of games used so that students vary in using gaming methods to improve their language skills because learning a language can only be done with fun methods and media. Gaming is not only attract students' interest but is also able to maintain student activity in the learning process.

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