



Teaching English Through Gaming for Speaking Skill

(Study Case at Junior High School)

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Abstract. *In the digital age, educational materials must keep up with advancements in technology. The educational materials selected must be engaging and relevant to the students. Many individuals, including the junior high school students of SMP Muhammadiyah 06 Dau, are currently enjoying game. In light of these factors, the researchers decided to use the game as a medium for engaging and enjoyable learning when teaching junior high school English content. 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. 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. 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*

Keywords: Case Study; English; Gaming; Junior High School; Speaking skill.

1. INTRODUCTION

Games can boost students' interest and engagement, making them an excellent teaching and learning tool, particularly when it comes to language acquisition. It is believed that gamification and game-based learning (GBL), two recently created learning strategies, are suitable for pleasant 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 (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). The game strengthens the student's thinking, intuition, sobriety, and imagery in addition to his level of information, even if he struggles to study in class ("Using Games in Teaching English Language Grammar," 2022). The game method is very suitable for use in SMP Muhammadiyah 06 DAU based on the character of students who focus on the material and fun explanations in class. The goal is to improve English speaking skills in class effectively and efficiently with the game method. Students' speaking skills are seen to be active when this method is implemented. In language courses, games are becoming a more and more common method for enhancing student engagement, lowering affective filters, and offering repetitive, purposeful grammar instruction (Dilobarxon Berdiali qizi, 2025).

2. LITERATURE REVIEW

To support this research, there are several findings from previous researchers who used games as a method for teaching English. Making students active participants in the learning process and maintaining their motivation is the fundamental goal of teaching, which can be achieved by using games in ESL classes (Bendo & Erbas, 2019). Recent research indicates that learning through games increases student engagement, reduces language anxiety, and promotes deeper cognitive processing—all of which lead to improved learning outcomes (Huseynova, 2025). Based on these findings, it may be suggested that teaching English using games is advantageous for novices, particularly those in elementary school. However, in order

to do this, educators should carefully decide which games to utilize (Chirandon et al., 2010). The need to prioritize the best ways to improve language competency is made more urgent by the growing number of EFL learners; one such way is to strengthen language abilities through games (Wang et al., 2011). Teachers of English employ a variety of methods and approaches to help students learn grammar. The game strategy is one of these tactics. The game strategy offers fun exercises and fosters a relaxed learning environment. It stimulates students (Sami, 2021). Games make classes interesting and exciting (Shukurova, 2021). However, little is known about the type of games selected by English teachers, reasons for doing so, or how games are actually used in teaching (Ahmadian et al., 2024).

3. RESEARCH METHOD

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 2025–2026 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.

4. RESULT AND DISCUSSION

This classroom action research was carried out in class VIIB at SMP Muhammadiyah 06 DAU, Mulyoagung Malang during April 6th 2026 semester of the 2025–2026 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.

5. 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.

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