GAMIFIED LEARNING IN SPEAKING CLASS: INVESTIGATION OF OUTCOMES AND STUDENTS' FEEDBACK AT TENTH GRADE STUDENTS OF SMAN 1 KOTA BENGKULU

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ABSTRACT

This study aims to analyze the effect of game-based learning (gamified learning) on improving eighth-grade students' speaking skills in English lessons at SMAN 1 Bengkulu City and to determine students' perceptions of the method's implementation. This study used a mixed-methods approach by combining quantitative and qualitative data. Quantitative data were obtained through speaking tests (pre-test and post-test) and questionnaires with 20 Likert scale statements, while qualitative data were collected through semi-structured interviews and classroom observations. The pre-test results showed an average student score of 50.33 with a dominant category of "sufficient" (40%), while the post-test results increased significantly with an average of 84.00 and a dominant category of "very good" (50%). Descriptive statistical analysis also showed that all aspects of speaking skills improved, with the highest scores in the aspects of task completion (mean 4.47) and interaction engagement (mean 4.40). Observational results showed that the majority of students participated actively, focused, and enthusiastically, while interviews revealed that students felt more motivated, confident, and brave in speaking English through games. Thus, gamification learning has been proven to be effective in improving speaking skills while creating a fun learning atmosphere.

Keywords: Gamified Learning, Speaking Skills, English, Student Perception, Interactive Learning

A. Introduction

Speaking skills are an important aspect of language acquisition, especially English, and must be taught in schools (Pat, 2021). However, many students experience difficulties in speaking due to inappropriate teaching methods. Speaking and listening skills are interrelated and essential to master simultaneously (Rao, 2019). If students' speaking skills are poor, they may experience communication anxiety, which can hinder their

learning process. To overcome this anxiety, students can apply strategies such as preparation, positive thinking, and relaxation (Putri et al., 2020). Therefore, it is important for teachers to implement effective methods to improve students' speaking skills.

Previous research has examined various teaching methods for improving speaking skills. Most studies aimed to determine the influence of a particular method on students' speaking skills. Research findings indicate that effective methods can significantly improve students' speaking skills. For example, research by Mahmawati and Mubayyinah (2024), Gayatri (2024), and Hidayat, Raharjo, and Tahalele (2024) concluded that innovative teaching approaches can improve students' fluency, pronunciation, and self-confidence. These findings confirm that selecting the right method is a key factor in supporting the development of students' speaking skills, especially in the context of foreign language learning.

Other research focuses on factors that influence students' speaking anxiety and speaking skills. The main objective of this study was to analyze the main elements that contribute to speaking anxiety and evaluate pedagogical strategies to address this issue. Le (2024) found that factors such as self-confidence, class participation, and perceived linguistic competence play a role in increasing speaking anxiety. Furthermore, Quvanch, Qasemi, and Na (2024) showed that students' speaking anxiety levels were in the moderate category with no significant differences based on gender or academic level. Surji and Surji's (2024) research suggests that educators develop approaches that support students in overcoming speaking anxiety through student-centered strategies.

Speaking skills are a crucial aspect of language acquisition, particularly English, and must be taught effectively in schools (Pat, 2021). However, many students struggle with speaking due to inappropriate teaching methods. Although previous research has explored various teaching strategies to improve speaking skills, there is still limited research on the effectiveness of Gamification-Based Learning as an innovative approach. Despite the growing interest in

gamification in education, its impact on speaking achievement and students' perceptions of this method remains under-researched, particularly in the context of secondary schools in Indonesia.

Existing research highlights the importance of implementing effective methods to improve speaking skills, with evidence showing that innovative approaches significantly improve students' fluency, pronunciation, and confidence (Mahmawati & Mubayyinah, 2024; Gayatri, 2024). Furthermore, speaking anxiety can be addressed through strategies such as preparation, positive thinking, and relaxation (Putri et al., 2020). Although gamification-based learning has been shown to increase student engagement in various areas, its effects on improving speaking achievement and reducing speaking anxiety remain inadequately documented in the Indonesian secondary school context.

Research on gamification-based learning provides a unique opportunity to enrich current pedagogical practices with engaging, student-centered approaches. This study aims to address this by examining the impact of gamification-based learning on students' speaking skill achievement and understanding of feedback. These findings are expected to provide valuable insights for educators in Indonesia and other countries, as well as contribute to the development of more effective teaching strategies to improve speaking skills and create positive learning experiences.

B. Research Method

This study employed a mixed-method research design which combined both quantitative and qualitative approaches in order to obtain more comprehensive and in-depth findings. The quantitative method was conducted through a quasi-experimental design with a non-equivalent control group design, involving two groups of students: the experimental group, which was taught using Gamified Learning, and the control group, which was taught using conventional learning methods. The use of pre-test and post-test in both groups allowed the researcher to measure the effectiveness of gamified learning in improving students’ speaking skills.

In addition to the quantitative approach, qualitative data were also

collected to explore students' experiences and perceptions regarding the implementation of gamified learning. The qualitative method was carried out through classroom observations and semi-structured interviews, enabling the researcher to capture students' attitudes, motivation, and challenges in a more detailed way. The integration of both methods not only strengthened the validity of the findings but also provided a deeper understanding of how gamified learning influences students' speaking achievement and their overall learning experience.

C. Results And Discussion

a. Interview Results

a. The Effect of Gamified Learning on Speaking Skills

Based on an interview with one of the students of SMA Negeri 1 Kota Bengkulu Bunga Raya Ramadhan, on July 30, 2025, he said the following:

> ""My experience with game-based learning was very enjoyable and gave me a different impression compared to conventional learning methods. The classroom atmosphere became more lively because there were elements of competition and challenges that made me more enthusiastic. The activities provided felt like playing, even though I was actually learning and practicing my English speaking skills. I didn't feel as stressed as I usually do when I have to speak in front of the class, because the gamification activities made the atmosphere more relaxed and fun. Furthermore, I also felt more actively involved, because almost all the students participated in the games. This helped me focus more and enjoy the learning process, so I didn't get bored quickly and absorbed the material more easily." (Interview with Bunga Raya Ramadhan, July 30, 2025)

Then, Jessica Dwi Aprilia also said that:

> ""Yes, I feel like my speaking skills have improved after participating in gamified learning. One of the most noticeable aspects is

> my fluency, as I'm accustomed to responding quickly to various games or challenges given in class. Furthermore, my vocabulary usage has also improved due to the many activities that encourage me to use new words in fun contexts. When participating in quizzes or team-based games, I'm more motivated to try speaking, even if I still make mistakes. I've also become more courageous because the positive competitive atmosphere encourages me to perform without fear or embarrassment. This has really helped me build my confidence to speak more fluently and confidently in English." (Interview with Dwi Aprilia, July 30, 2025)

Based on the interview results, both students responded positively to the implementation of gamified learning methods in teaching speaking skills. They felt the classroom atmosphere became more lively, enjoyable, and less stressful. The inclusion of game elements, competition, and challenges made students more actively engaged and motivated to learn. The game-like learning activities made students feel more relaxed and less stressed when having to speak English, a contrast to their experiences in conventional learning. This suggests that an interactive and enjoyable learning environment can reduce public speaking anxiety and increase overall student participation.

Furthermore, both students reported improving their speaking skills, particularly in terms of fluency, knowledge mastery, and confidence. Gamification encouraged them to respond more quickly, use new words in relevant contexts, and speak more confidently even when making

mistakes. Healthy competition among peers also provided psychological encouragement to continue trying and improving. These findings confirm that game-based learning is not only fun but also effective in improving students' English communication skills.

In addition, with another question answered by Viona Andira, she said that:

> “"I feel much more confident speaking English after participating in gamification-based learning. The classroom atmosphere created through this method feels more relaxed and enjoyable, reducing my anxiety and fear of making mistakes. When I make mistakes while speaking, my classmates and teachers don't give me negative criticism; instead, they support and encourage me to keep trying. This makes me feel comfortable and less afraid to try again. I also feel like mistakes are seen as part of the learning process, not something to direct me." (Interview with Viona Andira, July 30, 2025)

Then Naurah Faza Syahquita also added, she explained that:

> “"I find gamification very engaging and much more enjoyable than traditional learning methods. The use of media like Kahoot, Wordwall, or various interactive challenges with points and prizes makes the learning atmosphere more lively and less monotonous. I feel more enthusiastic about participating in lessons because each activity feels like a challenging and fun game. Unlike traditional methods, which usually only focus on lectures or written exercises, gamification makes me more actively involved, both mentally and emotionally. Furthermore, the element of healthy competition among students also increases my motivation to perform better." (Interview

with Naurah Faza Syahquita, July 30, 2025)

M. Faizal Asra, a student who was interviewed, also said that:

> ""Yes, this method really motivates me to speak English. One of the most interesting things is the challenge system and the awarding of points for each task or game. This creates curiosity and a drive to always try and complete the challenge. I feel like I'm playing a game, but at the same time, I'm also learning and honing my speaking skills. The competitive and interactive elements of the gamification method make me more actively participate, even in activities I previously found difficult or stressful." (Interview with M. Faizal Asra, July 30, 2025)

In an interview, Viona Andira stated that gamified learning created a more relaxed and supportive classroom atmosphere, boosting her confidence in speaking English. She felt that mistakes were no longer considered addictive but rather part of the learning process, as teachers and peers provided support rather than destructive criticism. This safe and enjoyable learning environment encouraged students to continue trying and speaking without fear, which is an important foundation for developing oral communication skills.

Furthermore, Naurah Faza and M. Faizal Asra emphasized that the game elements, challenges, and point systems in gamification made learning more enjoyable and challenging. Interactive media such as Kahoot and Wordwall provided varied activities that prevented monotony and stimulated students' mental and emotional engagement. Faizal added that the competitive element created high motivation to continue participating, even in activities typically

considered difficult. This demonstrates that gamification is effective in increasing students' motivation, active participation, and courage to speak English in class.

Interviews with several students at SMA Negeri 1 Bengkulu City indicate that the implementation of gamified learning has a positive impact on improving English speaking skills. This method creates a more relaxed, fun, and interactive learning environment, reducing students' anxiety when speaking in front of the class. The game elements, challenges, and competition make students more enthusiastic and active in participating in learning activities. They feel that activities such as quizzes, point challenges, and interactive platforms like Kahoot and Wordwall help build confidence, increase engagement, and create a more meaningful learning experience compared to conventional methods.

Gamified learning has proven effective in developing important aspects of speaking skills, such as fluency, skill use, sentence structure, and speaking confidence. Students reported being accustomed to responding spontaneously through game activities, which indirectly trains their fluency. Furthermore, the healthy competitive atmosphere and support from peers and teachers encourage students to be less afraid of making mistakes and even see them as part of the learning process. Thus, gamification methods not only improve technical speaking skills but also create a supportive learning environment that motivates students to continue developing.

b. Student Perceptions of Gamified Learning

Based on an interview with one of the students of SMA Negeri 1 Kota Bengkulu, Resyad Ghibran, on July 30, 2025, he said the following:

> “"Yes, I find it easier to understand and use sentence structure and comprehension after learning using the gamification method. In the various games or game-based activities used during learning, I often encounter choices of words and sentences that I have to choose or arrange correctly. From there, I indirectly learn the meaning of new words and how to use them in the appropriate context. Furthermore, because the activities are based on challenges and time constraints, I get used to thinking quickly when constructing correct sentences. Frequent and repeated interaction through the game makes me remember and understand how to form good sentences better, without feeling the burden of memorizing grammar theory." (Interview with Resyad Ghibran, July 30, 2025)

Then added by Arumi Viveronika, she added and said that:

> “"The main challenges I faced while participating in gamification-based learning were primarily technical issues, such as an unstable internet connection during the learning process. This sometimes left me behind in the game or unable to answer questions on time. Furthermore, the time given to complete in-game challenges sometimes felt too short, making it difficult for me to think quickly when answering questions, especially in English. To overcome these obstacles, I tried to practice more at home, especially by reviewing the vocabulary and materials used in the game. I also didn't need to ask friends or teachers when there were parts I didn't understand."
> (Interview with Arumi Viveronika, July 30, 2025)

Based on general interview results, students generally have a positive perception of the application of gamified learning in English learning. Resyad Ghibran stated that this method makes it easier for him to understand sentence structure and comprehension because he is often directly involved in sentence construction through games. The learning process becomes more relaxed because it is contextual and interactive. Gamification also trains quick thinking and language accuracy in challenging situations, thus helping students master language skills more quickly naturally compared to conventional memorization methods. This indicates that students experience direct benefits from a game-based learning approach.

However, several students also expressed

Apart from that, Irma Novita Sari also added and said that:

> “"I think this gamification method could still be improved to be more effective, especially in encouraging students to speak actively and directly. One way is to add more oral production-based activities, such as video challenges, short presentations, or interactive role-plays packaged as games. These kinds of activities can provide more opportunities for students to practice speaking in real life, rather than just selecting answers or constructing sentences.
> Furthermore, it's important to add variety to the types of games used so students don't get bored if they only use one platform. For example, you could rotate the use of apps like Kahoot, Quizizz, Wordwall, and project-based games to keep the learning atmosphere fresh and challenging." (Interview with Irma Novita Sari, July 30, 2025)

challenges and suggestions for developing this method. Arumi Viveronika highlighted technical constraints such as internet connection and time constraints that can impact learning effectiveness. To overcome these challenges, students demonstrated self-study initiative and sought assistance from their peers. Meanwhile, Irma Novita Sari provided input that gamification needs to be enriched with oral production-based activities such as video challenges and role-plays so that students not only passively choose answers but also actively speak. She also suggested varying the use of platforms to prevent monotony in learning. From this, it can be concluded that although students enthusiastically accepted the gamification method, they were also critical and hoped that this method would continue to be refined to be more optimal in improving speaking skills.

Discussion

1. The Effect of Game-Based Learning (Gamified Learning) on the Achievement of Eighth Grade Students' Speaking Skills in English Lessons at SMAN 1 Bengkulu City

The results of the study showed a significant impact of game-based learning (gamified learning) on the speaking skills of eighth-grade students at SMAN 1 Bengkulu City. Based on the pre-test results, the average score achieved by students was only 50.33, with a range of 40–59, with the majority of students falling in the "adequate" (40%) and "poor" (33.3%) categories. However, after implementing gamification, the average post-test score increased sharply to 84.00, with a range of 60–100, with the majority of students falling in the "very good" (50%) and "good" (33.3%) categories. This difference demonstrates a clear

improvement in student learning outcomes following the intervention.

Improvements in speaking skills were evident in every aspect of the assessment. For example, the average score for pronunciation increased to 4.13, for sentence structure it reached 4.33, and for fluency it rose to 4.33. In addition, students' self-confidence increased by an average of 4.27, and task completion was the aspect with the highest score, at 4.47. These data indicate that almost all aspects of speaking assessed experienced consistent improvement after the gamification method was implemented.

In addition to quantitative data, observation results also support significant improvements in student skills. Of the 20 observation indicators, the majority of students showed positive responses to gamified learning, such as active participation, focus during class, and high enthusiasm, especially during competition. Even students who were typically passive in class began to engage in discussions, although three students were still occasionally distracted and several students continued to use Indonesian. Overall, this data demonstrates that gamification creates a more conducive learning environment for teaching English.

Interviews with students further corroborate the quantitative and observational findings. Most students reported being more motivated to speak English because the games made them feel happy and less afraid of making mistakes. For example, students who were usually quiet became more confident in speaking, and some were even able to repeat the material fluently. In terms of self-confidence, 60% of students reported feeling more confident speaking in front of the class after the gamification activity. This indicates that this

method not only improves technical speaking skills but also overcomes students' psychological barriers to communicating in English.

These findings align with research by Hamari et al. (2016), which states that gamification in education can increase student motivation, participation, and learning outcomes. Research by Surende & Rachmajanti (2019) also supports these findings, finding that students learning English through gamification experienced significant improvements in speaking skills compared to conventional methods. The results of a study at SMAN 1 Kota Bengkulu, which showed an increase in average grades from 50.33 (pre-test) to 84.00 (post-test), strengthen empirical evidence that gamification can be implemented as an effective strategy in language learning.

Furthermore, Bai, Hew, & Huang (2020) found that game-based learning creates a more engaging learning experience, resulting in more focused and motivated students to participate. Similar results were reported by Domínguez et al. (2013), who showed that gamification increases student engagement and academic achievement. Thus, the results of this study, which show the dominance of the "very good" category at 50% in the post-test, further confirm that gamification not only makes learning more enjoyable, but is also effective in significantly improving students' English speaking skills.

2. Eighth Grade Students' Perceptions of the Use of Game-Based Learning (Gamified Learning) in Improving Their Speaking Skills in English Lessons

Based on interviews and observations, the majority of eighth-grade students had a positive perception of the use of gamified learning in English. They stated that this method made the learning process more enjoyable and less boring than conventional

methods that rely heavily on lectures. Students reported that through games, they felt freer to practice speaking without fear of mistakes, as the game context provided a relaxed and supportive atmosphere. This demonstrates that gamification can create a more welcoming learning environment for students to practice their speaking skills.

Students' positive perceptions were also evident in their motivation to actively participate during the learning process. Observations showed that most students displayed joy, enthusiasm, and active involvement in game-based activities. Even students who were typically passive began to speak up, especially when there was an element of competition that stimulated their enthusiasm. Interviews revealed that students felt more confident when speaking English because games provided opportunities for repeated practice in an interactive setting.

However, a small number of students expressed neutral or less enthusiastic perceptions of gamification. Some still found it difficult to speak English and tended to use Indonesian during the game. Others were easily distracted or lost focus towards the end of the learning session. However, overall, these negative perceptions were not dominant and did not diminish the effectiveness of gamification in improving students' speaking skills.

In general, student perceptions indicated that gamified learning was seen as an effective, enjoyable, and beneficial method for improving English speaking skills. Most students felt more motivated, confident, and better able to remember vocabulary and sentence structures through the game activities. Therefore, it can be concluded that the implementation of gamification has received positive responses from students and has great potential to be used

as a sustainable learning strategy to improve English speaking skills in schools.

E. Conclusion

The Effect of Game-Based Learning (Gamified Learning) on the Achievement of Eighth Grade Students' Speaking Skills in English Lessons at SMAN 1 Bengkulu City. Based on the research results, it can be concluded that game-based learning (gamified learning) has a significant effect on improving the speaking skills of eighth-grade students at SMAN 1 Bengkulu City. This is evidenced by an increase in the average score from 50.33 (pre-test) with a dominant category of "sufficient" (40%) to 84.00 (post-test) with a dominant category of "very good" (50%). This increase is evident in all aspects of the assessment, starting from pronunciation, sentence structure, comprehension, fluency, interaction, and student confidence. Thus, gamification has proven effective not only in improving students' linguistic abilities, but also in encouraging active participation, learning motivation, and students' courage to speak in English.

Eighth Grade Students' Perceptions of the Use of Game-Based Learning (Gamified Learning) in Improving Their Speaking Skills in English Lessons. Students' perceptions of the use of game-based learning to improve their speaking skills in English lessons showed a very positive trend. The majority of students felt happier, more motivated, and more confident speaking when learning through games compared to conventional methods. They felt that gamification made the classroom atmosphere more interactive, encouraged them to try, and helped them remember insights and sentence structures better. Although some younger students still experienced difficulties or lacked enthusiasm, gamification was generally viewed as a fun and effective learning method for improving English speaking skills..

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