Using Charades Games in Enhancing Eight Grade Students' Speaking Skills

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ABSTRACT

The purpose of this study was to see the effect of the charades game method in improving the speaking skills of eighth grade students at PKKPS Wustha Hidayatul Qomariyah Bengkulu City. This type of research is experimental research with Quasi Experimental design. The population in this study were all eighth grade students at PKKPS Wustha Hidayatul Qomariyah as many as 67 students. While the sample used was only 30 students, namely students of class VIII A and VIII B female with the sampling technique used was purposive sampling, the instrument used in this study was a test instrument to test students' speaking ability. Then based on the calculation of the Independent Sample t Test, the value (sig) = 0.29> 0.05 is obtained so it can be concluded that there is an effect of the charades game method in improving the speaking skills of eighth grade students at PKKPS Wustha Hidayatul Qomariyah Bengkulu City.

Keywords: Charades Game, Speaking Skill

INTRODUCTION

In schools, English is taught as a compulsory subject because it helps students understand various fields of knowledge. In addition, English skills are very useful for continuing education to a higher level or communicating with people from other countries. As English is the main language of instruction in many areas of education, it is widely used by students and teachers around the world. Information is increasingly stored in the form of printed and digitized books and journals that are only in English. Therefore, mastery of english speaking skills is one of the important indicators in assessing educational success. However, many students face challenges in English speaking skills. One phenomenon that is often encountered is students' low confidence when speaking, lack of opportunities to practice in a supportive environment, as well as dependence on traditional teaching methods that tend to be monotonous. Speaking is an interactive activity that involves conveying ideas or information and if needed, the listener can follow up. This talent allows us to communicate verbally or orally in a way that the listener or other person can understand (Fathul et al., 2023).

In learning a new language, speaking is often seen as one of the most important skills. It helps people express their thoughts, ideas, and feelings to others. For students, being able to speak English well can give them more confidence and help them connect with people from different countries. Speaking is also useful in daily life, whether at school, in the workplace, or during travel. Many students want to improve their English speaking skills, but they face many challenges. They may feel shy or afraid of making mistakes. Some students do not have enough vocabulary or struggle with pronunciation. Others may not get enough practice in class. These problems can make students lose confidence and become less interested in learning to speak. As a result, teachers need to find better ways to help students feel more comfortable and motivated when practicing English speaking.

Speaking skills play a crucial role in the process of learning English, especially in non-native contexts like Indonesia. Mastering speaking abilities allows students to communicate effectively, which is the ultimate goal of language learning. However, in many classrooms, speaking is often neglected or given less emphasis compared to other skills such as reading and writing. This imbalance in teaching focus creates a gap between students' theoretical knowledge and their practical ability to use English in real-life situations. One of the key challenges in developing speaking skills is the lack of interactive and student-centered learning activities. Traditional teaching methods, such as lecturing and repetitive textbook exercises, tend to limit students' opportunities to speak freely and confidently. These conventional approaches often make the learning process monotonous, causing students to feel bored and unmotivated. Without engaging activities that encourage participation, students struggle to overcome their fear of making mistakes and lack of confidence when speaking English.

In addition, the classroom environment itself may not always be supportive of risk-taking in language use. Many students feel anxious and shy about speaking in front of peers due to fear of criticism or embarrassment. This psychological barrier is a significant factor that hinders their speaking development. Over time, this reluctance can lead to decreased motivation and reduced willingness to participate in speaking tasks, further impeding their progress. Speaking skill is one of the most important aspects of learning English, especially as a foreign language. According to (Mega & Sugiarto, 2020: 177), people need practical English speaking skills in the whole life aspects of this globalization era. However, the challenges often faced by students in mastering speaking skills such as have the challenges in speaking English such as poor pronunciation, interference of first language, lack of grammatical structure, fear in making mistake, and lack of confidence. Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a greater development of this skill (Danti et al., 2023:69)

To address these issues, educators need to explore innovative and enjoyable learning methods that can boost students' confidence and encourage active participation. One promising approach is the use of game-based learning, which integrates educational content into fun and interactive games. Such methods can create a positive classroom atmosphere, reduce students' anxiety, and increase their enthusiasm for practicing speaking skills. Charades, a type of guessing game, has been recognized as an effective tool for improving speaking ability in a fun and engaging way. This game requires players to convey words or phrases through actions and gestures without speaking, prompting others to guess what is being expressed. Through this activity, students are motivated to think creatively, expand their vocabulary, and practice non-verbal communication alongside verbal skills. Furthermore, Charades encourages teamwork and peer interaction, which are essential for creating a supportive learning environment. When students work together and learn from each other, their confidence in speaking English tends to improve. The game also provides

immediate feedback in a low-pressure setting, allowing students to learn from their mistakes without fear of harsh correction.

Based on this background, this study aims to see the effect of Charades Game in English learning to increase students' speaking ability. Through the application of this method, it is expected to increase students' contribution in the learning process, enrich their vocabulary, and ultimately improve their overall english speaking ability. The researcher also obtained information from one of the teachers at Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu . The teacher said that their difficulty in speaking English was anxienty anddue to poor pronunciation. In addition, it is certainly caused by the lack of vocabulary they have (Nisa Aldira Lubis et al, 2024: 205).

This research will be conducted at Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu, with a focus on eight grade students. Before the research began, the researcher spoke with one of the English teachers at the school. The teacher said that speaking practice in class was very rare, and students were more often asked to do the questions in the book. The researcher asked the students if they often practiced speaking English, they replied that they never did it in class on the grounds that they felt shy and afraid of being wrong. They also revealed that they lacked confidence to speak in front of others due to limited vocabulary. In addition, the researcher also observed the class, where many students were not actively participating in speaking activities. They claimed to be afraid of making mistakes, which made them reluctant to try speaking. This suggests that students at Pondok Pesantren PKPPS Wustha Hidayatul Qomariyah Kota Bengkulu have difficulties in developing their English speaking skills, and the existing teaching methods have not been effective in overcoming this problem.

The purpose of this study is to see if Charades can affect students' in improving their speaking skills. This study will collect data by giving a test before and after the game activity, as well as a questionnaire to measure students' motivation. This study will show whether the game can have a positive influence on students' speaking skills.

The results of this study are expected to provide an overview of how games can be used in English language learning, especially to improve students' speaking skills. The findings can also be a reference for teachers to try more interesting and effective learning methods in the future.

METHOD

This research uses quantitative research with type of research is Experimental research. This research design is a Quasi-Experiment design research with this research design is two group Pretest-Posttest Design. This research was conducted at PKPPS Hidayatul Qomariyah Islamic Boarding School, Bengkulu City during the odd semester of 2025. The population in this study includes all students of grade 8 Class PKPPS Hidayatul Qomariyah Islamic Boarding School Bengkulu City, VIII A and VIII B for male students and VIII A and VIII B for female students. The total population is 67 people. The technique used is purposive sampling. The researcher will select students from female classes VIII A and VIII B at Pondok Pesantren PKPPS Hidayatul Qomariyah Bengkulu City as the research sample with the total sample is 30 people. Pada penelitian ini terdapat dua variable, yaitu Charades Game sebagai variable independent dan student speaking skill sebagai variable dependnent.

In this study, the researcher utilized two types of data collection techniques: observation and tests berupa pre-test dan post-test untuk speaking skill. Pada penelitian ini, peneliti menggunakan analisis data dengan berbantuan software SPSS 16.0. Analisis data terbagi menjadi tiga, yaitu uji kualitas data berupa uji validitas, uji asumsi klasik berupa uji

normalitas dan homogenitas serta uji hipotesis berupa uji independent sample t-test.

RESULT AND DISCUSSION

Before conducting prerequisites and hypothesis testing, researchers first tested the validity of speaking skill questions by experts. In this case, researchers validated 2 experts, namely English lecturers at UIN Fatmawati Sukarno Bengkulu. The validators are Mr. Dedi Afrizal, M.Pd and Mr. Arif Rahmanhakim, PhD. After validating the speaking skill test instrument, the validator has agreed that the test instrument used by the researcher is valid, as evidenced by the question validation sheet in the attachment. After that, the prerequisite test is carried out first, in the form of normality test and homogeneity test. The following are the results of the normality test and homogeneity test.

a. Normality Test

Tabel 1. Normality test results of pretest and posttest scores of experimental and control class students

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Speaking Skill	PreTest Kontrol	.178	15	.200'	.934	15	.310
	PostTest Kontrol	.166	15	.200'	.932	15	.295
	PreTest Eksperimen	.172	15	.200'	.945	15	.449
	PostTest Eksperimen	.188	15	.160	.895	15	.081

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

- Data on pretest results of control class students obtained p-value (sig) = 0.310, because p-value (sig) >0.05 then H_0 is accepted. So it can be concluded that the pretest of control class students is normally distributed.
- The post-test data of control class students obtained p-value (sig) = 0.295, because p-value (sig) >0.05 then H_0 is accepted. So it can be concluded that the posttest of control class students is normally distributed.
- Data from the pretest results of experimental class students obtained p-value (sig) = 0.449, because the p-value (sig) >0.05 then H_0 is accepted. So it can be concluded that the pretest of experimental class students is normally distributed.
- The posttest data of experimental class students obtained p-value (sig) = 0.081, because p-value (sig) >0.05 then H_0 is accepted. So it can be concluded that the postest of experimental class students is normally distributed.

b. Homogenity Test

Tabel 2. Results of homogeneity test of variance of pre-test scores of experimental and control class students

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai Speaking Skill PreTest	Based on Mean	.165	1	28	.687
	Based on Median	.094	1	28	.761
	Based on Median and with adjusted df	.094	1	26.029	.762
	Based on trimmed mean	.149	1	28	.703

The probability value (sig) = 0.687 > 0.05 is obtained, then H_0 is accepted. So it can be concluded that the variance of pretest scores of experimental and control class students is the same (homogeneous).

Tabel 3. Results of homogeneity test of variance of post-test scores of experimental and control class students

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai Speaking Skill PostTest	Based on Mean	.549	1	28	.465
	Based on Median	.404	1	28	.530
	Based on Median and with adjusted df	.404	1	27.895	.530
	Based on trimmed mean	.469	1	28	.499

The probability value (sig) = 0.465 > 0.05 is obtained, then H_0 is accepted. So it can be concluded that the variance of the posttest scores of experimental and control class students is the same (homogeneous).

After doing the normality test and t test to see the effect of Charades Game on students' speaking skills by using statistical tests as below:

Tabel 4. Independent sample t test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai Speaking Skill PostTest	Equal variances assumed	.549	.465	2.296	28	.029	-8.00000	3.48466	-15.13800	-.86200
	Equal variances not assumed			2.296	27.423	.030	-8.00000	3.48466	-15.14478	-.85522

The probability value (sig) = 0,29 < 0.05, then H_0 is rejected. So it can be concluded that the average posttest scores of experimental and control class students are not the same (different). That is, there is a significant difference in the post-test scores between the experimental class students and the control class students. It can be concluded that there is a significant effect of using charades games in enhancing eight grade students' speaking skills

Discussion

Speaking skill of students using charades game method is better than speaking skill of students using conventional learning model. This is evidenced by the results of data analysis, where the average posttest value of speaking skills of experimental class students with charades game method is 71. While the average posttest value of speaking skills of control class students who learn with conventional learning model is 63. Based on this, it can be concluded that the average posttest speaking skill score of experimental class students is higher than the average posttest speaking skill score of control class students. This means that using charades games has been proven to improve speaking skills. This is in line with research conducted by Wida Ayuwandini, Yousef Bani Ahmad, and Totoh Tauhidin Abas, who stated that the result of the findings and discussion of data showed that all participants who participated in this study did show a positive perception of charades game and it seems that charades game makes a positive environment during learning English speaking thus the students feel enjoyed and fun when play it (Wida Ayuwandini, Yousef Bani Ahmad, Totoh Tauhidin, 2022)

Then, the researcher also conducted a hypothesis test to see the difference in the average posttest speaking skill scores of students in the control class and the experimental class. Based on the calculation of the independent sample t test with the SPSS test, the value (sig)=0.29 <0.05, so h0 is rejected. So it can be concluded that the average posttest results of the experimental class and control class are different (not the same). That is, there is a significant difference in the post-test scores between the experimental class students and the control class students. Because based on the results of the t-test analysis of 2 independent samples, it states that there is a difference in the averages of experimental and control class

students, it can be concluded that there is a significant effect of using charades games in enhancing eight grade students' speaking skills. This is in line with research conducted by Imanuel Rahmadi, who said that from the testing of the independent sample t-test where the Sig. (0.027) it is lower than α = 0.05 and it means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. The conclusion is, there is a significant influence of using charades games on the students' descriptive text speaking skill of the eighth-grade students of SMP N 1 Magelang (Rahmadi Immanuel, 2023). This is also relevant to research conducted by Koldip Singh and Azlina Abdul Aziz, who say that after the data analysis, there is a significant difference between pre and post-test. Students showed a positive perception of charades (Singh & Abdul Aziz, 2021).

CONCLUSION

Based on the results and discussion of the thesis with the title "Using Charades Games in Enhanching Eight Grade Students' Speaking Skill", the following conclusions are obtained:

1. There is a significant effect of using charades games in enhancing eight grade students' speaking skills. This is evidenced by the results of the independent sample t test whose value (sig) = 0.29 < 0.05, so H_0 is rejected.

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