

CHAPTER I

INTRODUCTION

A. Background of Study

Generally, students have difficulty in developing their speaking proficiency in English. Several factors that cause speaking difficulties to students, they are often have low confidence to speak in front of the class for afraid of making mistakes, have no motive to express themselves, low or uneven participation.¹ This causes their participation in speaking engagement to be very low. Meanwhile, sometimes teachers have difficulty in creating a learning environment that encourages active speaking practice. The limited time in a lesson and the available learning media make it difficult for teachers to provide an interactive and enjoyable learning experience. Therefore, the learning process requires appropriate media for this era. Media as one of the usual aids is most available resource for language teacher that is used for centuries to help students and practice foreign language effectively.² Learning process can enhance when learners are engaged with appropriate media that fosters a sense of enjoyment and encourages them to develop a positive attitude towards learning.³

Moreover, the issues encountered in educational settings with regard to speaking skills are often intricate, particularly with respect to

¹ Samira Al Hosni, "Speaking Difficulties Encountered by Young EFL Learners", *International Journal on Studies in English Language and Literature (IJSELL)* 2, No. 4 (2014), 23.

² Durratul Hikmah, "Media for Language Teaching and Learning in Digital Era," *International Journal of English Education and Linguistics (IJoEEL)* 1, No. 2 (2019), 36. <https://doi.org/10.33650/ijoeel.v1i2.963>.

³ Mirna, Aisyah Ma'awiyah, and Fauziana, "Pengaruh Media Puzzle Picture," *Genderang Asa* 3, No. 2 (2022), 79.

the methodologies employed by teachers. As example, conventional teaching, which positions students as passive receivers of knowledge, remains a prevalent approach. This can lead to a passive learning, when students are expected to sit and listen to the teacher, absorbing information without actively participating.⁴

Furthermore, the lack of variety in teaching methods results in students quickly becoming disinterested and reluctant to engage in speaking practice. This is because the learning process can feel monotonous and irrelevant to their actual communication needs. Research by Prodhan, showed that the use of uninteresting teaching methods, such as lectures without interaction, contributed to the lack of speaking skills, as students feel that the classroom environment does not support active conversation, making them hesitant to speak where students rarely have the opportunity to interact actively.⁵ This emphasizes the importance of implementing interactive and engaging teaching strategies can improve students' speaking skills and increase their motivation.

Using gamification strategy with picture puzzle is one of the solutions to improve students' speaking skills. Gamification with Picture puzzle can make the learning process more interactive and fun, picture puzzle is an effective tool to develop and apply students' knowledge through visual images. Puzzle media is an image divided into pieces that aim to sharpen thinking skills and encourage students. However, puzzle can be an effective tool for building cooperation between students and encouraging their active participation in the learning process. In the

⁴ Besa Dogani, "Active Learning and Effective Teaching Strategies," *International Journal of Advanced Natural Sciences and Engineering Researches* 7, No. 4 (2023), 136. <https://doi.org/10.59287/ijanser.578>.

⁵ Ibna Seraj and Haslinda Habil, "A Systematic Overview of Issues for Developing EFL Learners' Oral English Communication Skills," *Journal of Language and Education* 7, No. 1 (2021), 229.

context of learning to speak, pictures play an important role in strengthening students' memory through vivid visual representations. Meanwhile, gamification strategies in education provided incorporating game aspects such as points, awards, leaderboards and challenges into the learning process.⁶ By using gamification elements, such as challenges and rewards, students will be more motivated to speak. This strategy can also increase students' participation in classroom activities as they feel more interested and engaged in learning.

Research by Camacho-Sánchez et al on gamified digital game-based learning.⁷ The findings indicated that the application of gamification elements, such as points and rewards, positively influenced students' speaking abilities. Another research by Klemke et al, this research proposing a conceptual approach to MOOC (Massive Open Online Courses) design using gamification and learning analytics.⁸ The results of this study state that gamification strategy can be used to improve motivation, engagement and learning outcomes. Then, research by Marin on Gamification strategies and speaking fluency in EFL.⁹ Gamification based on connectivism, constructivism, PPP methods, and communicative while using game apps such as Alpha Bear, Lingo Challenge, and Pictionary. This research has shown that gamification strategies had a significant impact on the speaking fluency of EFL. Students preferred gamification because it reduced demotivation and

⁶ Ciprian Vlad, *Gamification - An Innovative Teaching Method* (Galați: Galați University Press, 2021), 15.

⁷ Rubén Camacho-Sánchez, Aaron Rillo-Albert, and Pere Lavega-Burgués, "Gamified Digital Game-Based Learning as a Pedagogical Strategy," *Applied Sciences* 12, No. 21 (2022), 11214. <https://doi.org/10.3390/app122111214>

⁸ Roland Klemke, Maka Eradze, and Alessandra Antonaci, "The Flipped MOOC: Using Gamification and Learning Analytics in MOOC Design," *Education Sciences* 8, No. 1 (2018), 25. <https://doi.org/10.3390/educsci8010025>

⁹ Byron Alberto Marín-Pacurucu, "Gamification Strategies and Speaking Fluency in EFL," *Iustitia Socialis* (2022), 5.

increased confidence, pronunciation, and interaction compared to traditional repetitive teaching. The results from previous research studies demonstrate that gamification methods significantly improve learning outcomes, especially in speaking skills, and strengthening social interactions between students.

The similarities between the previous studies and this research are that both use gamification elements as a learning strategy to improve learning outcomes. Gamification is proven to increase student engagement and motivation in learning, including in the development of speaking skills. The difference is that this study uses picture puzzle as a gamification medium, which is more specific in the context of visualization and picture challenges.

This study is important because it provides an innovative approach that addresses the speaking challenges faced by junior high school students by using a gamification approach with pictures puzzle. The aim of this study is to explore the implementation of using gamification strategy with picture puzzle and student's perception of using a gamification strategy with picture puzzle to improve students' speaking skills. This study is expected to provide insight in the development of more interactive and innovative learning approaches. The research title is "Using A Gamification Strategy with Picture Puzzle in Teaching Speaking Skills at SMPN 228 Jakarta".

B. Identification of the problem

From the research background above, the identification of the problem are:

1. Low English proficiency among students
2. Limitations of variative and interesting teaching methods
3. Students' Lack of Engagement in Speaking

C. Scope and limitation of problem

In this study, the researcher focuses on the main issue described in the background. The researcher will find out how student perception with Gamification Strategy by using picture puzzle. The scope of this study focuses on students' perceptions of learning English speaking through a gamification strategy that incorporates picture puzzle at SMPN 228 Jakarta. Specifically, it investigates how the use of gamification elements such as rewards, points, and competition among student groups impacts students' engagement and confidence in speaking English.

D. Formulation of Problem

Based on the above description about the background of the problem, the identification of problem and the limitation of problem, the research problems that can be formulated as follows:

1. How is Gamification Strategy with Picture Puzzle implemented in teaching English Speaking in the classroom?
2. How do students perceive the learning process by gamification strategy with picture puzzle in English speaking classroom?

E. Objective of study

The researcher determines the research objective based on the formulation of problem as follows:

1. To investigate how the Gamification Strategy using Picture Puzzle is implemented in teaching English speaking in the classroom.
2. To explore students' perceptions of the learning process when the Gamification Strategy with Picture Puzzle is applied in English speaking classroom.

F. Significance of study

The researcher hopes that this research can be useful for the wider community, especially for teaching and learning needs in English education. The researcher divides the significance of this research theoretically and practically.

- a) Theoretically, this study will be beneficial as a reference for developing knowledge about using picture series with gamification strategy to enhance student's speaking mastery.
- b) Practically, the result of this present study will be expected to provide significances for teacher, student, and the research herself, here are the benefits;

1. For Teachers:

Teachers can gain valuable insights into innovative approaches to teaching speaking abilities in English. This study presents an innovative method to creating a more interactive and engaging educational environment by combining gamification and picture series. Teachers will gain insight into how to motivate students, encourage student engagement, and improve communication skills through Speaking English.

2. For Students:

This research helps students by providing a fun and interactive way to practice speaking English through gamified learning activities. Using an image series allows students to more easily manage their ideas and provides a visual aid to direct their speech. This technique can increase students' confidence and minimize their fear of making mistakes, allowing them to enhance their speaking skills and feel more engaged and motivated in the learning process.

3. For the Researcher:

This research will contribute to the researcher's understanding of the effectiveness of gamification in language learning, particularly for enhancing speaking proficiency. This research allows researchers to explore and assess innovative teaching approaches and how they can be implemented in the classroom. Furthermore, the study's findings can be applied to direct future research on the use of gamification and visual aids in education, expanding the academic community's understanding of creative learning strategies.

In summary, the theoretical and practical significance of this study extends beyond the immediate context of language learning, offering valuable insights for educators, students, and researchers alike.

G. Writing Organization

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it is including of Background of The Study, Identification of The Problem, Scope and Limitation of Problem, Formulation of Problem, Objective of Study, Significance of Study and Writing Organization.

Chapter II Theoretical Framework, it is including Speaking, Teaching Speaking, Speaking Assessment, Gamification Strategy, Picture Puzzle, Using Gamification Strategy with Picture Puzzle.

Chapter III Research Methodology, it is including of Research Method, Place and time of research, Participant, Instrument of the research, Data Collection Technique and Data Analysis Technique.

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestion.