INTRODUCTION

- Speaking is a key skill in English learning, yet many students struggle with low confidence and limited participation.

- Teachers need creative, student-centred strategies to enhance speaking performance.

- Gamification, the use of game elements in learning, has emerged as an innovative solution to boost motivation and engagement.

- This study investigates how an English teacher applies gamification in speaking activities at the secondary school level.

LITERATURE REVIEW

➢ **Previous Research Findings**

• Thanh Thuy et al. (2021)

Gamification is effective for improving speaking skills among young learners.

• Situmorang et al. (2022)

Group discussions is effective strategies to enhance students' speaking skills.

➢ **Research Gap & Research Uniqueness**

• Most previous studies focused on general student responses to speaking activities without evaluating the long-term impact of teaching strategies.

• Existing research emphasised conventional or digital gamification, but lacked exploration of non-digital gamification adapted to classroom limitations.

• This study explores teacher-designed non-digital gamification strategies, tailored to the classroom context and student characteristics.

• It focuses on the real implementation and adaptation of gamification in speaking lessons, even under technological constraints.

RESEARCH QUESTIONS

1. What are the strategies used by a teacher in teaching English speaking at the secondary level?

2. What are the underlying factors that influence the teacher's selection of strategies for teaching English speaking at the secondary level?

RESEARCH METHOD

	ASPECT	MY PLAN
QUALITATIVE RESEARCH	Research Design	Qualitative Description
	Research Setting	SMP Bhayangkari 7 Porong, in the seventh-grade class.
	Research Subject	The selected teacher has extensive teaching experience, especially has applied gamification methods in learning, which is relevant to the focus of this research.

DATA COLLECTION

Semi-Structured Interviews	Classroom Observations	Document Analysis
An interview was conducted with the English teacher who had experience using gamification. The interview explored aspects such as preparation, implementation, and evaluation by teachers.	The researcher observed English speaking activities conducted by the teacher. The observation focused on how gamification strategies were implemented in the classroom.	Document analysis, the instructional materials demonstrated clear effort in designing engaging, student-centered activities. Student work samples indicated improved fluency and creativity in expressing ideas verbally.

FINDINGS

- Gamification Strategies Used :

➢ Board Games: Students take turns answering questions on the game board and then present their answers.

➢ Guessing Vocabulary: An activity where students describe and guess vocabulary words while listening to English songs.

- Strategy Design by Teachers:

➢ Adapted to student characteristics and technological limitations.

➢ Combines conventional methods and gamification to keep learning interesting.

- Implementing Process:

➢ Teachers design their own games, taking into account learning objectives and student ability levels.

FINDINGS

Aspect	Finding
Motivation	To make learning fun and reduce students fear of speaking.
Game type used	Mostly non-digital games due to limited tech access and better student interaction.
Challenges	Limited time, lesson suitability, students mood.
Solutions	Adjusting game format, using flexible rules, focusing on collaboration rather than competition.
Students response	Students became more enthusiastic, confident, and willing to speak English in class.

CONCLUSION

- Gamification has proven to be an effective strategy to enhance students' speaking skills in secondary school. By using fun, interactive, and non-digital games, the teacher successfully increased students' motivation, participation, and speaking confidence. Despite challenges, gamification allowed students to practice English in a relaxed and meaningful way. It shows that learning can be both enjoyable and effective when designed creatively and centred on students' needs.

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