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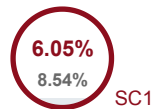
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Strategies Used by English Teachers through Gamification at Secondary School

Strategi yang Digunakan oleh Guru Bahasa Inggris melalui Gamifikasi di Sekolah Menengah

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Abstract. This study explores the strategies employed by an English teacher in conducting speaking activities in a secondary school setting. Using a qualitative research method, the research aims to understand the teaching approaches and techniques used by the teacher to enhance students' effective speaking skills. Data was collected through classroom observations and in-depth interviews with the teacher, focusing on the implementation of various speaking activities designed to enhance student participation and communication. The research examines how teachers create an interactive and engaging learning environment that encourages students to speak English. The research provides insight into the practical application of speaking strategies in the classroom. It contributes to the wider field of language teaching and the development of speaking skills in secondary education. Keywords - speaking skills; strategies; gamification

Abstrak. Penelitian ini mengeksplorasi strategi yang digunakan oleh seorang guru bahasa Inggris dalam melakukan kegiatan berbicara di lingkungan sekolah menengah. Menggunakan metode kualitatif, penelitian ini bertujuan untuk memahami pendekatan dan teknik pengajaran yang digunakan oleh guru untuk menumbuhkan kemampuan berbicara yang efektif di antara para siswa. Data dikumpulkan melalui observasi kelas dan wawancara mendalam dengan guru, dengan fokus pada pelaksanaan berbagai kegiatan berbicara yang dirancang untuk meningkatkan partisipasi dan komunikasi siswa. Penelitian ini meneliti bagaimana guru menciptakan lingkungan belajar yang interaktif dan menarik yang mendorong siswa untuk bisa berbicara bahasa Inggris. Penelitian ini memberikan wawasan tentang penerapan praktis strategi berbicara di kelas, berkontribusi pada bidang pengajaran bahasa yang lebih luas dan pengembangan kemahiran berbicara di pendidikan menengah.

Kata Kunci - speaking skills; strategies; gamification

1. 1. Introduction

Strategies in teaching speaking skills are pivotal in fostering students' oral proficiency in English, particularly at the secondary school level. Effective approaches ensure that students are not only able to communicate fluently but also confidently in a variety of contexts. The main problem in teaching speaking skills to students is often related to the effectiveness of the strategies teachers apply. Speaking skills are one of the critical aspects of language acquisition that require students to have good communication skills, both in formal and informal contexts. Research shows that when teaching speaking skills in secondary schools, teachers often face challenges such as low student motivation and a lack of active student participation during the teaching-learning process [1]. In addition, underlined that appropriate strategies are needed to overcome these obstacles and improve students' speaking skills, emphasising the importance of using student-centred techniques, such as group discussions and role plays [2]. Also, it adds the perspective that in some cultural contexts, such as in Saudi schools in Kuala Lumpur, teachers must overcome linguistic and cultural barriers to create a learning environment that supports students' speaking skills [3].

Every teacher has their own learning strategies in teaching their students. The teacher wants students to succeed in their studies. It is submitted that the more creative and interesting the activities, the more students will be interested in. Therefore, it is recommended that effective teaching strategies for public speaking be employed in order to enhance students' ability to improve their public speaking skills [4]. **Learning strategies are commonly defined as the operations or processes which are consciously (or unconsciously) selected and employed by the learner to learn the target language or facilitate a language task** [5]. Then, it is encouraging to observe learners taking the initiative to speak, which suggests they are enthusiastic about the subject matter and eager to contribute something unique to the discussion. Their motivation may also stem from a desire to **assist the group in achieving a work goal.** In this study, researchers was only focused on learning strategies, since research on strategies for teaching speaking skills [6]. Thus, it is our sincere hope that the result of this study was prove useful as a reference point for further research into the use of language learning strategies.

The language used is commendable, demonstrating a grasp **of grammatical correctness, relevance, and ease of intercommunication. Learners' utterances are generally appropriate in** terms of these aspects. Students' speaking skills can be improved by providing interactive activities during teaching and process by giving them project-based assignments, so they can collaborate with other students and share their ideas. As discussed in various studies, teaching strategies are key to improving students' speaking skills in secondary schools. emphasised the use of podcasts as an effective tool in enhancing students' speaking skills, mentioning that this medium helps students to listen to authentic conversations and practice independently in a more relaxed environment [7]. This is relevant to the findings that using technology in learning can provide a more interactive learning experience and stimulate student interest [1]. **It is crucial for teachers to understand and master higher-order thinking skills** so that they can guide students to **employ the knowledge and skills** acquired to be able to find new ways and means to solve their daily problems and make appropriate decisions [8].

Low fluency may affect effective communication between speakers, as it can cause the interlocutor to hesitate and the message expressed to be unclear. Conversely, having good fluency and accuracy in speaking English can help the speaker or interlocutor to produce spoken language. Additionally, it may cause the interlocutor to hesitate, potentially leading to a lack of clarity in the message being conveyed. However, by having good fluency and accuracy in speaking English, the speaker or interlocutor can produce spoken language [9]. The conclusion that can be drawn is that effective strategies in teaching speaking skills require adaptive and innovative approaches to motivate students and increase their active participation. Language is a means of communicating thoughts or information in a way that others can understand. **Speaking lessons are designed to help students communicate effectively because they involve more than just** accuracy. This means more than just accuracy; it also requires fluency. The most effective **way to achieve communication goals is to give sufficient importance to language use.** This means focusing on **language use, rather than just usage; fluency, rather than accuracy; authentic language and context; and students' eventual need to apply classroom knowledge to previously unrehearsed circumstances in the real world.**

The existing studies on teachers' strategies in secondary school speaking activities mostly focus on general positive student responses without evaluating their long-term impact or contribution to speaking development outside the classroom. This indicates a need for a better understanding of the sustained effectiveness of these strategies. Additionally, the understanding of the specific difficulties faced by students with high speaking anxiety or low language proficiency, particularly at the junior high school level, is lacking. Therefore, there is an opportunity to explore more inclusive and adaptive strategies that cater to the individual needs of these students. Filling this gap in research would provide a more comprehensive view of the effectiveness of speaking teaching strategies, considering both immediate classroom responses and their support for students' overall development in and outside the formal learning environment. Overall, this research aims to contribute to a more complete and in-depth understanding of these strategies and their outcomes [10]. Additionally, previous research highlights the barriers to teaching speaking in secondary schools, such as limited learning time and students' vocabulary limitations. However, there is a lack of in-depth documentation on teachers' creative strategies to overcome these obstacles. The

existing literature primarily focuses on problem identification rather than exploring the concrete solutions teachers employ. This gap in the literature hinders a comprehensive understanding of teachers' creativity and limits the inspiration available to educational practitioners seeking more effective approaches to teaching speaking skills [11].

The results of pre-observations made by researchers at a junior high school demonstrate that students perform better when teachers apply strategies in English classes. Gamification is the integration of game elements into teaching and learning to motivate students to achieve at higher levels and engage with the subject matter in more meaningful ways. In other words, gamification influences learning indirectly by changing behaviour and attitude. Serious games are designed for training, stimulation, and education in virtual environments, and learning objectives have already been set out [12]. The teachers were conducting a diagnostic assessment first to find out how far students understand and how far students can learn English. After the results are available, the teacher will design a method that is suitable for these students so that they are happy to learn English. Thus, the teacher uses the gamification method for students, and before entered the material, the teacher makes students comfortable first by introducing the gamification method. This research study presents a novel approach by conducting an in-depth qualitative study of students' responses during speaking activities in secondary school. The selection of the school was influenced by its positive reputation and consistent performance in developing students' speaking skills. Unlike previous studies that focused on general responses such as students' motivation, confidence, and speaking level, this study focuses on teachers' strategies [13]. This research also contributes to the field by going beyond quantitative-based results and general positive responses, and enabling the development of adaptive and inclusive teaching strategies to cater to students with varying levels of speaking ability. Overall, this research brings unique value and insights to the field of English language teaching [14].

To explore effective teaching strategies for speaking activities in English classrooms, this study was designed to answer the following main question:

1. What kind of teachers are used in teaching English speaking at the secondary level?
2. How to the teacher's selection of strategies for teaching English speaking at the secondary level?

II. Method

This research employs a utilisation of the gamification method. The researcher conducted data collection at SMP Bhayangkari 7 Porong and made observations across seven grades. The total students is 28. Participants selected a teacher who has extensive teaching experience, especially in English language teaching at the secondary school level, and the teacher has applied gamification methods in learning, which is relevant to the focus of this research.. The involvement of these participants in professional training programs and their contribution to improving the quality of education. The reason why the researcher chose the school is that it has a good track record in supporting students' skill development, particularly in English language learning. Focusing on the perspectives of an English teacher who has used gamification techniques in their classroom, this study intends to investigate how gamification affects speaking abilities among students in secondary school learning English[15].

The following elements represent the research method: An English teacher from one of the junior high schools in Sidoarjo with experience in gamification teaching methods participated in the study. The teacher was chosen based on their demonstrated utilisation of gamified activities in language training and desire to participate. The gamification activity conducted by the teacher is a descriptive-themed action game to train students' speaking skills. In this game, students are given an image which can be a place, person or thing. Their task is to give a detailed description of the picture without mentioning its real name. The classmates have to guess what is meant based on the description given. If students are struggling, the teacher provides additional clues to help them complete the description more precisely.'

The framework of this study is supported by insights from [16], which emphasises the integration of structured techniques and strategies in teaching speaking skills. These strategies include cognitive, metacognitive, and social approaches, which align well with the principles of gamification. In this study, a semi-structured interview format was used to enable an in-depth exploration of teachers' experiences, perceptions and insight into the use of gamification **to improve students' speaking skills. In this research, the researcher** used interviews and observation. The interview guide included questions about preparation, implementation, and evaluation.

The implementation of these strategies has been demonstrated to enhance the efficacy and efficiency of the teaching and learning process, thus facilitating the transformation and development of students' knowledge, irrespective of their learning styles. Furthermore, it can render the learning process engaging and conducive to the development of students' abilities. The indicators listed in this observation sheet aim to assess the extent to which gamification techniques used by teachers can influence student engagement, speaking skill development, and overall teaching effectiveness. Each aspect, from the use of point systems, leaderboards, and time challenges, to game-based activities. In addition, an assessment of the teacher's role in providing constructive and motivational feedback is also important to ensure that gamification not only improves students' speaking skills but also creates an enjoyable learning atmosphere that supports holistic language development [17].

The researchers employed two data collection techniques, including **classroom observation and interviews with the teacher, as primary data sources.** The transcribed interview was analysed using analysis to identify key themes and insights related to the teacher's experience of gamification and its impact on speaking skills. Interpreting the findings to understand the impact of gamification on classroom practice and student outcomes. Informed consent was obtained from participating teachers. All data was anonymised to protect the identity of the teacher. The qualitative nature of the study may introduce subjectivity in the interpretation of teacher responses. The researcher strove to maintain objectivity through systematic analysis. However, the findings provided valuable information about the use of gamification in developing speaking skills.

III. Findings

The interview revealed that English teachers at a school in Sidoarjo use gamification strategies when teaching speaking to their students. The teacher who is the subject of this study is an experienced junior high school English teacher who has implemented gamification in learning. In speaking learning activities, she combines conventional approaches with a touch of gamification to make learning more interesting. The teacher shared that she designed the form of gamification herself to meet the needs of the students and the technologically limited classroom situation. Classroom observations reveal that teachers design and prepare learning materials in a structured and thorough manner, considering the appropriateness of the content to the established learning outcomes. The strategies used by the teacher are as follows:

1. Board Games

This activity was conducted on February 10th, 2025. The activity conducted by students is illustrated in Figure 1. Students are divided into 4 groups. The atmosphere in the English classroom was filled with excitement and curiosity. The students entered the room with cheerful faces, wondering what kind of activity they were going to do that day. The teacher greeted the class warmly and started the lesson by reviewing the previous material briefly. Then, she explained that they would be playing a board game related to the lesson they had learned from their module. The students were thrilled and began to whisper among themselves in excitement. The teacher divided the class into four groups, ensuring a balance of abilities in each. She handed each group a colourful board game and one die. The board games had been carefully designed by the teacher, using materials taken directly from the students'

learning module. Before starting, the teacher gave clear instructions on how to play the game and what each space on the board meant. The students listened attentively and asked questions to make sure they understood the rules. Then, the game began. Each group took turns rolling the dice. The number they rolled determined how many spaces they moved on the board. When a player landed on a space, they had to complete a task or answer a question written there. The questions varied; some asked for definitions, others required short dialogues, and some asked questions about descriptions of people and the structure. Laughter and learning filled the room as the students took turns. One student in each group acted as a recorder, writing the answers in the group's notebook. The teacher walked around the classroom, stopping at each group to observe their interactions, offer support, and make sure they stayed on task. She praised their efforts, corrected mistakes gently, and encouraged shy students to participate actively. The students looked enthusiastic and engaged. Some shouted joyfully when they got an easy question, while others helped their friends when they struggled. There was a sense of healthy competition and teamwork in the air. After every student had their turn, the teacher asked the groups to prepare a short presentation based on the answers they had collected. Each group collaborated to organise their results, decide who would present, and rehearse their parts. One by one, the groups presented their findings to the class. The audience listened respectfully and clapped after each presentation. To close the lesson, the teacher gave positive feedback to each group, highlighting their strengths and suggesting ways they could improve. She asked the students how they felt about the activity, and many replied that it was fun, helpful, and made learning easier. One student said, "I hope we can do this kind of game again!" The teacher smiled and said she was proud of their effort and teamwork. Finally, the class ended with a quick reflection session, where the students wrote down what they learned and how they felt during the activity. The classroom, once buzzing with energy, settled into a calm and satisfied mood. It had been a productive and enjoyable learning experience for everyone.

Figure 1. The board games were played by students.

2. Guessing Vocabulary

This activity was conducted on February 12th, 2025. The activity conducted by students is illustrated in Figure 2. The teacher divided the class into 6 groups, and the English class was filled with a sense of excitement and curiosity. The students came in smiling, chatting with their friends, and guessing what kind of activity their teacher had prepared. The desks were pushed aside, and the chairs were arranged along the walls. This unusual setup made the students even more curious. The teacher greeted the students warmly and began the lesson by asking some simple review questions from the previous topic. The students responded actively, and the teacher praised them with encouragement. Then, she announced that they would be playing a relay game while listening to an English song titled APT. The students cheered and looked enthusiastic, especially when they heard that music would be part of the activity. The teacher divided the class into six groups and handed each group a sheet of paper with several questions related to the topic of personal information and abilities. Some examples were "What do you like?", "What can you do?", and "What do you want to be?". The teacher then asked the students to form a large circle in the middle of the classroom. Before starting the game, the teacher clearly explained the rules. As the song played, the students had to pass a piece of paper around the circle. When the music stopped, the student holding the paper had to read and answer the question written on it. If their answer was correct, the paper moved on. However, if the answer was wrong, the student had to pick one additional card with another question. If they still could not answer, they would receive two more follow-up question cards related to previous lessons. The students listened attentively and nodded in understanding. The teacher stood in the middle of the circle, monitoring the activity closely and making sure every group was participating equally. She encouraged quieter students to speak up and made the environment supportive and non-judgmental. The song began to play, and the paper started to move quickly from one student to another. Laughter and excitement filled the room as the students passed the paper in rhythm with the music. When the music stopped, a student named Riko held the paper. He read the question aloud: "What do you like?" and answered confidently, "I like playing games." His group clapped, and the game continued. Another student answered, "I can cook," in response to the question "What can you do?" There were a few students who struggled with the answers, but they tried their best. The teacher helped guide them by giving hints and examples when needed. Some students had to answer more than once due to mistakes, but they stayed motivated, especially with their friends cheering them on. The class was lively, yet organised. Most students looked happy and engaged. They laughed when they made mistakes, but they also showed determination to improve. The relay game successfully created a fun and educational environment where students could practice speaking in English without fear. After the activity, the teacher gathered the students and gave them positive feedback. She praised their effort, participation, and teamwork. Then, the teacher asked a few students to share how they felt about the activity. One student said, "It was so fun! I want to play again next time." Another student added, "I was nervous, but now I feel more confident to speak." To close the lesson, the teacher summarised the vocabulary and sentence patterns used during the game. She then asked the students to write a short paragraph about themselves using the expressions they had practised, like "I like...", "I can...", and "I want to be...". The class ended with smiles and applause. The students left the room still humming the tune of the song, feeling proud of what they had learned. It was a memorable and meaningful learning experience for everyone.

Figure 2. Guessing vocabulary was played by students

By understanding the condition of the class and the character of the students, the teacher can design speaking activities that are not only fun but also appropriate to their individual ability levels. The use of visual media, such as pictures, in descriptive materials is a concrete example of how gamification can be integrated into the subject matter while improving students' speaking skills. In this section, the author presents the answers to the researcher's questions about teachers' perceptions of learning to speak using gamification.

No.	Element	Indicator	Comment	Answer
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1.	Gamification implementation	The aim is to understand the background and motivation behind the implementation of gamification strategies.	What are your reasons for implementing gamification strategies in speaking lessons?	In what materials do you often use gamification? The important thing is that we as teachers know the students' needs, what the needs of the students are, then whether this material can be conveyed well or not. So there is a sequence that they end up being proactive and also very collaborative in learning in class. In terms of productive skills, they are also active in speaking.
2.	The descriptive material will make them more proactive and preposition of place.			

	Types of gamification	To understand the forms of gamification strategies used by teachers, including both digital and non-digital games. These include gamification elements such as leaderboards and innovations or modifications made by teachers in their application.	What types of gamified games or activities do you most often use in your speaking classes?	Do you use digital games or non-digital games more often in your speaking lessons? Why? Have you ever modified or innovated the games you use? If so, how? Well, I usually use simple but varied gamified activities, depending on the topic and the students' condition. For example, when we're learning descriptive texts, I often bring real objects or pictures, and ask the students to describe them, like the colour, shape, or how they are used. The students created their own maps and gave instructions to their friends. Sometimes I use a leaderboard too, just to boost motivation and make the activity a bit more competitive. So, the games I use really depend on the material and the classroom situation. I actually use non-digital games more often. The students already spend a lot of time with gadgets, especially
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since many of their tests are computer-based. So I try to create a different learning atmosphere, more interactive and physical. Of course, sometimes I use digital tools like Kahoot or Quizziz, especially for review or testing. But in general, I prefer non-digital games because they encourage movement, teamwork, and more direct communication. Yes, definitely. I often modify or even create my own games based on the material. Sometimes I get ideas from social media or online platforms and adjust them to fit the lesson. For example, I once made a simple paper-based game where students pick random pictures of places or things, and then they have to describe what they got, either by speaking or writing. It sounds simple, but it really pushes them to think and express their ideas. I also adapted the leaderboard idea not just showing scores, but adding follow-up tasks to make it more meaningful.

3. Implementation process To understand how teachers design and implement gamification in speaking learning activities. This includes the frequency of use, adaptation to student ability levels, and the suitability of strategies to learning objectives. How do you design gamification activities to suit speaking learning objectives? How do you adjust gamification strategies for students with different speaking abilities? Usually, I start by looking at the material first. For example, if the topic is about describing things like objects or people, then I focus on designing activities that require students to speak using the target vocabulary and structures. I also consider whether the activity allows them to interact, not just individually, but with each other. That's important for speaking. Then I find or create games that match that goal. Sometimes I use things like picture cards or real objects, and ask students to describe them aloud. I also use project-based tasks or small presentations after the game to make sure the speaking target is still met. So the game isn't just for fun, it's designed to guide them toward speaking practice in a natural way. Well, I always try to observe the students first their level, their confidence, and their mood too, honestly. If I see that some students are more advanced or confident, I give them slightly more challenging roles, like being the team leader or doing extra tasks. For students who are still struggling or shy, I keep the tasks simple and give them more time or support. I might pair them with a stronger partner or let them write first before speaking. I also create games where everyone has a chance to contribute, even if it's just saying one sentence. The goal is to make sure they feel safe to speak, but still challenged at their level.

4. Impact on students To understand the effect of gamification on students, such as student response, increased engagement in learning and the development of their speaking skills after the strategy was implemented. How did students respond to the implementation of gamification in speaking lessons? Did you see a significant difference in student engagement before and after implementing gamification? How would you assess the effectiveness of gamification in improving students' speaking skills? The students were definitely more excited and active. When I introduced gamified activities, especially ones like traditional paper-based games or even simple competitions, their energy in the classroom changed. They became more involved, more eager to participate, and even students who were usually quiet started trying to speak. You could see it in their expressions they laughed more, they enjoyed the challenge, and they were more focused. I think they felt that learning English could actually be fun, not just about memorizing or doing worksheets. Yes, I really did. Before using gamification, some students would easily get distracted, especially during speaking activities some of them felt shy or unsure. But after using games, especially ones that involved movement or group collaboration, they became much more engaged. They were willing to speak, even if they made mistakes, and they enjoyed helping each other. It created a more active and supportive environment in the classroom. So yes, gamification had a clear impact on their engagement. I usually look at both their performance and their attitude. From what I've observed, students become more confident and more fluent when they're engaged through games. Even if their grammar isn't always perfect, they speak more naturally and take more initiative to use English in class. I also check their speaking progress through tasks like presentations, mini projects, or sometimes short tests. While it might not show 100% improvement right away, I've seen clear signs that gamification supports the development of their speaking skills, especially in terms of motivation and willingness to speak.

5. Challenges and solutions To understand the various challenges faced by teachers in implementing gamification, such as limited time and facilities. In addition, how teachers overcome these obstacles to continue teaching optimally. What challenges do you face when implementing gamification in speaking lessons? How do you overcome obstacles in using gamification, such as time constraints or a lack of technological facilities? One of the biggest challenges is actually time. Sometimes, I want to run a full gamification activity, but the class time isn't enough especially when the material is packed or there are other school agendas. Another challenge is matching the game with the lesson objective. Not all topics are easy to turn into a game, like grammar-based topics; students might enjoy the game, but they struggle to connect it with the real goal. Also, student mood can be a challenge. Some days they're really excited, but other times, even with fun games, they seem distracted or less focused. I try to keep things simple and flexible. If there's not much time, I prepare games that are short but still meaningful, like passing paper activities or speaking games using cards. I also prepare non-digital versions of games because I don't want students to rely too much on gadgets. Many of them already take computer-based tests, so I want them to engage in learning without screens. If tech isn't available, I use printed materials, drawings, or even classroom objects. Also, I usually plan the activity based on the situation if I see the mood isn't good or the schedule is tight, I adjust it on the spot. It's really about being creative and responsive to what the students need at that moment.

IV. Discussion

The researcher interviewed the teacher and stated that gamification in speaking. There were so many activities at school that the researcher could only make observations for a limited time. Teachers select and design traditional and modern gamification activities that are adapted to materials such as descriptive texts and prepositions. The aim is to create a fun learning atmosphere that encourages students to be more active and collaborative, and to become more confident in using English orally. Despite challenges such as time constraints, suitability of materials, and students' moods, gamification is considered effective as long as it is designed flexibly and creatively. Teachers overcome these obstacles by customising games, avoiding reliance on technology and prioritising activities that encourage active student interaction and engagement. Thus, gamification can optimally support the achievement of speaking learning objectives. Stated by the teacher, "The main challenges I face when implementing gamification in speaking lessons are the limited time available and the suitability of the materials. Not all topics lend themselves to gamification; for example, grammar can be difficult to combine with fun activities. Additionally, students' mood greatly affects the effectiveness of gamification. If students are not engaged or distracted, the activities will not run optimally. As most students are used to computer-based exams, I considered using gadgets, but tried to find a form of gamification that still involved physical or collaborative activities without relying too much on technology. Another challenge was designing activities that were fun and encouraged active, productive speaking."

As stated by Qiao [18], they found that digital badges and points yielded better results for learning achievement and attitude. Although this study suggested that digital game elements are superior to non-digital game elements for some learning outcomes, the study's non-digital gamification may have been too conventional and thus unattractive to students. We observed that some students struggled to understand certain questions due to design flaws or the way they were phrased. We also found that some of the English words on the cards were too complex, so we adjusted them to make the terminology easier for students to understand and use [19]. Gamification incorporates elements of games into pedagogy to motivate students to higher and more meaningful levels of engagement.

The results of this study reinforce **the relevance of Vygotsky's social constructivist theory, which** states that effective learning occurs in the context of deep social interaction. Using gamification, such as board and relay games, allows students to collaborate and learn within their proximal development zone, particularly about improving their English speaking skills. Additionally, implementing gamification aligns with Deci and Ryan's Self-Determination Theory, as it has been shown to fulfil students' needs for autonomy, competence and relatedness. This is evident in students' increased active participation, enthusiasm, and self-confidence when engaging in game-based speaking activities, which leads to enhanced intrinsic motivation in language learning. **Even though some students struggled, completed it, and the teacher recognised those who needed more support. However, the teacher does not always use all strategies in every lesson. It depends on how much the students have learnt and what they need** [20]. Overall, these strategies have demonstrated their effectiveness in improving students' speaking skills in the English classroom. When asked about their reasons for choosing these strategies, teachers said that they did not require complex technology but were still able to increase student engagement. Teachers also recognised that a healthy competitive atmosphere can reduce students' fear of speaking. Gamification makes learning feel like play, so students feel more relaxed and less burdened. The students' response to the gamification strategy is very positive. Most students show great enthusiasm when speaking activities are packaged in the form of games or challenges. However, teachers also recognise that there are some challenges and obstacles in implementing gamification. One of them is the time needed to prepare tools, such as game boards[21]. To overcome this, the teacher implemented some adjustments, such as changing the individual leaderboard to a group leaderboard, not just the final result. In terms of evaluation, teachers conduct informal assessments through observation and reflection after learning. In addition, the teacher records the students' speaking skill development from week to week to see the effectiveness of the strategies used. Finally, the teacher emphasised the importance of adjusting the strategy to the student's character. This adjustment is important so that the gamification strategy remains inclusive and able to encourage all students to develop. The gamification strategy used by the teachers proved to be able to improve students' speaking skills. This can be seen from the increase in class[22]. Games such as Board Games create a learning environment that encourages language exploration more inherently[23]. In addition, board games allow teachers to recognise student achievement without having to use formal assessment approaches. As stated by Suchitra Singh [24], traditional gamification strategies such as speaking and classroom currency make it easier for students to practice speaking in a non-stressful atmosphere. This created a spirit of healthy competition between groups and encouraged collaboration. The gamification strategy implemented by the teacher is not rigid or uniform, but flexible and based on the real needs of the students.

V. Conclusion

This research has proven that gamification can be done in non-digital. The underlined factor that motivated the teacher used that is because students need improves students' engagement, motivation, and speaking performance was shown to be significant by using gamification strategies in teaching, where teachers can adapt digital and non-digital gamification activities such as leaderboards, speaking challenge cards and modified board games to suit students' needs and classroom conditions, creating a fun and effective learning environment. These strategies not only support the development of speaking skills, but also foster collaboration, confidence and active participation among students. By adjusting the complexity of activities, relying on traditional resources where necessary, and focusing on student-centred engagement, the gamification approach remains inclusive and impactful. This research contributes valuable insights into how the thoughtful integration of gamification in English language classrooms can address classroom challenges and improve learning outcomes. Future research is encouraged to explore the long-term effects of gamification and its influence on diverse student populations. Additionally, structured and varied speaking activities supported by gamification provide a more holistic language learning experience. Students appear more enthusiastic, collaborative and willing to speak in English when learning is packaged in a game format. Challenges such as limited time and technological resources can be overcome by modifying game rules and maintaining flexibility in strategy implementation. Overall, this study emphasises that gamification is about strategically designing learning experiences that motivate students and improve language fluency in meaningful contexts, rather than merely playing games.

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32. Appendix 1. Observation Sheet [25].

No.	Indicator	Description	Comments
1.	Lesson Planning	Teachers' readiness to design structured gamification-based speaking activities.	
2.	Content Relevance	Appropriateness of gamification content with speaking skill learning objectives.	
3.	Adaptability	Teachers' ability to customise gamification elements based on students' needs or abilities.	
4.	Instruction Delivery	Teacher clarity and completeness in providing instructions related to gamification-based games or activities.	
5.	Inclusivity	Teachers' efforts ensure that all students, including those with speaking anxiety or low ability, are actively involved.	

33.