CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Speaking Skills

Speaking skills is one of the English skills focused on by EFL countries, where the other skills are writing, reading and listening. Language serves as a communication tool (Rao, 2019). Speaking is a way to share our thoughts to other people, express what we think and feel with languages. Speaking is the process by which individuals put their thoughts into a language (Ratnasari, 2020). Speaking is how we can choose words and intonation or other people, which correspond to what we want them to understand. Furthermore, without employing appropriate language when communicating, people cannot accomplish their ambitions, objectives, and goals (Rao, 2019).

With regular practice, people can improve their speaking skills. According to Rao (2019), the characteristics of students who capable in speaking skills are:

a. They may contribute effectively to class discussions or debates

Willingness to join discussions with other students, and being brave enough to share their own opinion without fear of having small debates shows that people know their speaking skills.

b. They have their own self-confidence to talks in class or daily life

Self-confidence and speaking skills have a strong correlation, the students who believe in their skills are more likely to engage in talking actively. It is crucial to foster self-confidence to enhance the student's speaking performance.

c. They can collaborate well with others

The students who have speaking skills enable effective collaboration. By expressing thoughts clearly and actively listening, students can contribute meaningfully to group discussion, make agreement, and enhance speaking skills.

d. They show strong motivation to listen and speak with others

This indicates that they have a strong desire and excitement for speaking and listening to others. They actively look for chances to socialize and have discussions.

2.1.1 The Components of Speaking Skills

There are five components of speaking skills according to Fadila (2022) cited from Harris (1974), there are:

1. Grammar

English grammar is necessary for speaking, because each grammar has a different meaning like showing the exact time of activity. If people use incorrect grammar, their conversations' meanings will be altered, and effective communication will not be observed (Hangad, 2023). Correct grammar will lead to effective communication, and they will understand each other better. It is easier to comprehend the purpose and meaning of a communication when it is communicated using proper grammar (Normawati, 2023).

Previous research by Zam (2021) stated that grammar contributes to the speaking skill, especially in the aspect of accuracy. His findings is the

result of a speaking test in which the student who got good scores in both speaking and grammar tests tended to speak well with the correct grammatical use.

2. Vocabulary

Vocabulary is a word used as a pioneer for us to make a sentence. Vocabulary can be arranged into phrases, clauses, and sentences using certain agreed-upon rules in a language system (Suryanto, 2021). Besides grammar, vocabulary is crucial for speaking. Because even if someone has good grammar it will be useless if they do not know many vocabularies (Afna, 2018).

The research conducted by Afna (2018) showed that the more vocabulary mastered by students, the more possibility of fluency in speaking. Suryanto (2021) in his research also found that by having good vocabulary mastery, the students' speaking skill can be more developed. They can freely convey their thoughts in a foreign language because they understand the vocabulary that represents the content of the messages they will convey in English.

3. Pronunciation

Speaking not only about producing vocabulary, but also how to produce the spoken words. Students may not pronounce English words properly, or they might pronounce it in the wrong way and cause a misunderstanding from someone who hears that (Yudar, 2020). One must

have expertise in pronunciation to avoid confusion in understanding the message effectively (Yadav, 2023).

Previous research by Yudar (2020) found that pronunciation is part of speaking skills that cannot be left out because it is an important part. If the students understand more about pronunciation, they will understand more about the meaning of their communication. Other research conducted by Yavuz (2019) found that pronunciation is very crucial for ELT department students and as a skill it should be included in the curriculum. It is possible to sound like a native speaker with proper training, and the participants are highly sure that they can sound like a native in English.

4. Fluency

Speaking fluently is how a person can share their thoughts smoothly without any obstacles like adding "eee" or "mmm". The definition of fluency itself closer to the simple definition of the term in applied linguistics also seems to share at least one feature resembling "fluidity" (Permana, 2021). Fluency means that the proficiency of students in speaking English is natural, understandable and flowing (Masyithah, 2019).

Previous research conducted by Permana (2021) found that good speaking fluency makes One's English proficiency much better and sounds slicker, more natural, and more impressive for the listeners.

5. Task Completion

Task completion is a crucial component of speaking skills, referring in language to the achievement or purpose of communicative objectives

(Collentine, 2020). Based on Park (2021), task completion is related to linguistic complexity and accuracy. So, task completion is key to communication, affecting both how goals are met and the complexity and accuracy of language used.

2.1.2 The Challenges of Speaking Skills as EFL Country

Other than that, there are many challenges and obstacles felt by EFL students in achieving good speaking skills. Based on Ratnasari (2020), the challenges that EFL students faced are:

a. Lack of vocabulary

Learning vocabulary is essential to learning English (Ratnasari, 2020). More and richer vocabulary will help students to communicate better. The lack of vocabularies will make it harder for them to compose sentences, even the simple ones (Dewi, 2018). It is challenging for them to put the right words into sentences to express their thoughts. Students with limited vocabulary poses a significant challenge when forming sentences, especially for those in younger grades (Dewi, 2018).

b. Self-esteem

Self-esteem plays a major role in how successful students are, particularly when it comes to communicating (Dewi, 2018). They are afraid of mistakes because their friends usually will laugh because of that. This psychological aspect has affected students' speaking skills (Ratnasari, 2020). Students who have strong self-esteem are more likely to think of

themselves as important, deserving people who can learn a language (Dewi, 2018).

c. Lack of confidence

The students remain silent because they lack confidence in their skill to speak English (Ratnasari, 2020). It is well known that students become insecure when they sense that their discussion partners haven't understood them or when they are unable to understand the speakers who are speaking to them (Juhana, 2023).

d. Lack of motivation

Student motivation is essential for language acquisition, particularly when speaking in English (Ratnasari, 2020). Motivation is a crucial factor in assessing how well-prepared students are to communicate (Juhana, 2023). Motivation can determine the students success in their learning activities. Numerous studies have shown that motivated students may persevere in their studies and get higher test scores than less motivated ones(Juhana, 2023).

2.2 Game-based Learning

Game-based learning (GBL) is an innovative educational approach that utilizes video games and game elements to enhance learning processes and motivation (Kaldarova et al., 2023; Mikrouli et al., 2024). It has been applied across various educational stages, from primary to tertiary education and workplace training, demonstrating positive impacts on learning outcomes, engagement, and

critical thinking (Mikrouli et al., 2024). GBL has shown effectiveness in numerous disciplines, with learners highly engaged in the learning process (Hafeez, 2022).

Studies have shown that GBL increases student interest, motivation, and engagement in learning English (Ghazy et al., 2021; Ningsih, 2023). Various platforms like Kahoot!, Quizizz, and Duolingo are commonly used, offering rich visuals and easy gameplay (Ghazy et al., 2021). Its popularity has grown significantly in Indonesia, especially at the elementary school level (Saputra et al., 2021). While most research focuses on primary and secondary education, higher education students also perceive GBL as an effective method for learning English, finding it superior to traditional approaches (Jamaatthuddin & Or-Kan, 2021). Game-based Learning provides a fun, challenging, and interactive learning environment that can lead to improved student achievement in English language learning across various educational levels.

In conclusion, research has overwhelmingly supported the positive impact of game-based learning (GBL) on English as a Foreign Language (EFL) instruction. GBL not only improves student achievement in grammar, vocabulary and critical thinking but also fosters a more engaging and motivating learning environment. While effective implementation requires careful planning and consideration of factors like student age and appropriate technology, GBL offers a powerful tool for EFL educators to enhance student learning and achievement across all educational levels.

The researcher in this study used UNO Stacko Board Games. Uno Stacko is a popular game that has been adapted for educational purposes in various fields. It

consists of 45 colored blocks with instructions and questions (Kumala et al., 2020). The research papers explore the use of Uno Stacko as an innovative learning tool across various subjects. Kumala et al. (2020) developed Uno Stacko for physics education, reporting high validation scores from experts. Kusmiyati (2021) found that a game-based learning model using Uno Stacko improved Indonesian language learning outcomes compared to conventional methods. Anggraeni et al. (2023) demonstrated the positive impact of Uno Stacko on Arabic vocabulary acquisition, with students showing significant improvement and expressing highly favorable perceptions of the game. Nadiya et al. (2022) developed a contextual-based Uno Stacko media for thematic learning in elementary schools, which proved to be valid, practical, and effective.

2.2.1 The Advantages of Game-based Learning

Happy students will make them have low anxiety and high confidence, so they will learn more and better. They can enjoy some games, but at the same time they learn something. Design-based games typically perform better than just assigning learners to play amusement or instructive games when it comes to game genres (Qian, 2016). When learning was supported by enjoyable activities that allowed students to freely voice their thoughts, student learning improved (Asih, 2022). Playing games has a major role in lowering anxiety levels by making studying more enjoyable (Crocco, 2016). The prior weakness in English vocabulary mastering was solved by a more engaging and interactive learning method, which is GBL enabled students to learn more efficiently and actively engage in the process (Hidayah, 2024).

Asih's research-based evidence using the *Trivia Game* and *Family 100* , her research indicates that modifying the game's level and regulations can enhance students' learning in the cognitive, emotive, and psychomotor domains. Crocco findings as proof of GBL concept, demonstrating that it is possible to raise student satisfaction and that it plays a significant role in the learning process. Based on Hidayah's research findings, the researcher concluded that EFL students' English vocabulary mastery improved when Game-Based Learning (GBL) techniques were used. Of the twenty-three students, twenty of them started to find the GBL method of teaching English enjoyable. This illustrates how appealing GBL is and how it may stimulate students' interest in their studies.

2.2.2 Game-based Learning in English as a Foreign Language

Game-based learning (GBL) has shown promising results in enhancing English as a Foreign Language (EFL) instruction. Many studies have demonstrated that GBL can improve students' academic performance, particularly in grammar and vocabulary (Cabrera-Solano, 2022), and increase motivation and engagement in the classroom (Bakkali & Ouchen, 2020; Ochoa-Cueva et al., 2023). Digital game-based learning has been found to provide interactive learning contexts and promote English proficiency when utilized appropriately (Huang, 2023). Research has highlighted the positive impact of various platforms, such as Genially (Cabrera-Solano, 2022) and Quizizz (Ochoa-Cueva et al., 2023), in creating fun and motivating learning environments. Additionally, GBL has been shown to bridge the gap between digital natives (students) and digital immigrants (teachers) in the learning-teaching process (Bakkali & Ouchen, 2020). So, these studies suggest that

GBL can be an effective framework for EFL instruction, enhancing student engagement, motivation, and language performance across different educational levels.

2.3 The Steps to use UNO Stacko

The research papers explore the use of Uno Stacko as an innovative learning tool across various subjects. Kumala et al. (2020) developed Uno Stacko for physics education, reporting high validation scores from experts. Kusmiyati (2021) found that a game-based learning model using Uno Stacko improved Indonesian language learning outcomes compared to conventional methods. Anggraeni et al. (2023) demonstrated the positive impact of Uno Stacko on Arabic vocabulary acquisition, with students showing significant improvement and expressing highly favorable perceptions of the game. Nadiya et al. (2022) developed a contextual-based Uno Stacko media for thematic learning in elementary schools, which proved to be valid, practical, and effective.

Based on Anggraini (2019), the steps to play UNO Stacko are:

1. First, the player arranges all the blocks until the tower is neatly arranged.

2. Then, the first player takes the first block whatever it is and puts the block to the top of UNO Stacko tower.

3. After that, the next player also does the same things as the first player. This happens until the tower collapses.

4. If the tower collapses while the player is pulling the block, the player loses the game.

2.4 Islamic Junior High School

Indonesian students view learning English as a means to understand native speakers' culture and advance their careers (Kaspul Anwar et al., 2020). However, students face difficulties in speaking and listening due to lack of confidence, vocabulary, and grammar skills (Jaelani & Zabidi, 2020). To address these challenges, English clubs are suggested as a way to stimulate enthusiasm for English communication among students (Cheng, 2019). Additionally, interesting teaching methods and extracurricular activities are emphasized as crucial for motivating students and improving learning effectiveness (Sang, 2019). These studies highlight the importance of understanding students' orientations, addressing their difficulties, and implementing engaging teaching strategies to enhance EFL learning in junior high schools. Teachers are encouraged to reflect on their practices and adapt their methods to meet students' needs and interests.