

CHAPTER II

LITERATURE RIVIEW

A. Conceptual Description

1. Speaking Skills

Speaking is considered as one of the important skills that must be mastered to communicate. In addition, by speaking one can express and convey their feelings and ideas directly. A person who wants to speak must be able to provide understanding to people who listen to him and convey his ideas. Therefore, mastering English is one of the main goals for everyone especially for students. One of the goals of language teaching is to improve students' ability to speak the language, Fulcher argues that speaking is the oral use of language to communicate with others. Speaking is used to express something through voice conversation. When someone has a conversation, it means that there is something important to convey to the interlocutor (Larosa et al., 2020: 2).

In language learning, speaking not only helps students communicate but also builds their ability to think critically and respond to different situations. Students who can speak fluently are usually more confident in class and more involved in discussions.

Therefore, improving speaking skills should be one of the main focuses in English lessons, especially in schools where English is a foreign language. Speaking skill is a person's skill to convey his desires and thoughts to anyone through oral, however, speaking skills are difficult to develop if not trained continuously and can be done with colleagues in the classroom, teachers and (Astuti et al., 2020: 137). When speaking, it requires mastery of language, courage and calmness, the ability to convey ideas smoothly and orderly. Speaking is the process of arranging words in the form of sound while speaking skill is a person's ability to express something in the form of sound both regarding knowledge and (Muliadi and Rosyidi, 2021: 282).

Speaking also requires regular practice in an environment that supports learning. If students only listen or write, but rarely speak, then their ability to express ideas orally will not improve. Therefore, speaking activities should be integrated into daily classroom routines. Teachers can encourage students to speak by giving them tasks such as short speeches, group discussions, or even games that involve communication. These strategies help students get used to speaking English in a natural way. Speaking

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Speaking is a beneficial language skills that enables speakers and listeners to interact orally for information transfer, connection building, and sharing. One such language with a need on a global scale for learners at all levels of communication is English. However, the speaking abilities of ESL students are constantly seen as complex and difficult, requiring a lot of work to maintain (Phann, et al., 2023 in Ork et al., 2024). speaking is not just about delivering words, but also about understanding the listener. When someone speaks, the main goal is to share information clearly and meaningfully. Therefore, being a good listener is also essential to ensure effective two-way communication. Person need communication when they want to say something and transmit information. Speakers use communication when they are going to inform someone about something. Speakers apply language according to their own goals. So, speakers should be both listeners and speakers at the same time for

effective communication (Sor et al., 2022 in Ork et al., 2024).

To develop this skill, students need to be involved in two-way communication. It's not enough to just memorize dialogues or vocabulary; they must practice responding, asking, and reacting in different situations. This interaction can be built through classroom games, role-plays, or even simple pair work. Such activities train students not only to speak but also to listen and understand others, which is very important in real-life communication. I believe speaking is one of the hardest skills for language learners to develop. Even after studying for years, many students still struggle to communicate effectively in English. This shows that mastering speaking requires more than just learning grammar it needs consistent practice and real interaction. Moreover, speaking is one of the most challenging abilities that language learners must master. Speaking is regarded as the most crucial of the four language abilities. Many students claim that despite years of instruction, they are still unable to speak and understand English properly (Houn & Em, 2022 in Ork et al., 2024).

One of the main reasons is the fear of making mistakes, especially in front of their classmates. This fear creates anxiety and makes students avoid speaking altogether. To overcome this, teachers need to provide a supportive environment where mistakes are seen as part of learning. Using fun and low-pressure methods like games can help reduce students' fear and make them feel more relaxed when speaking. Encouraging students to support each other and work in groups can also help build their confidence. Speaking is the ability to use language orally to convey information, ideas, or feelings to others. In language learning, speaking skills include the ability to express thoughts clearly and effectively by using proper grammar, vocabulary and pronunciation. In addition, speaking also involves non-verbal aspects such as intonation, facial expressions, and gestures, which support communication. As one of the four basic skills in language learning, speaking is often practiced through conversations, presentations, or other interactive activities to help students speak well in various contexts. This is why using methods like Charades can be very helpful in the classroom. Charades allows students to learn vocabulary, practice pronunciation,

and work together, all in a fun way. Because it includes movement and interaction, it can make the learning process more exciting. When students enjoy the activity, they participate more and learn better. This shows that improving speaking skills is not only about hard work but also about creative and enjoyable teaching strategies.

2. Indicator of Speaking

Speaking performance in English can be evaluated through several important aspects. In the study conducted by Muhammad Miftah Fauzan and team, the speaking ability of EFL (English as a Foreign Language) students was assessed using five main indicators: pronunciation, grammar, vocabulary, fluency, and comprehension. These indicators offer a comprehensive picture of how effectively a student can express ideas or information orally in English.

Below is the explanation of each indicator:

a. Pronunciation

Pronunciation refers to how accurately a speaker articulates English words. Clear and correct pronunciation helps listeners easily understand what the speaker intends to say.

Key points:

Score 4: Clear pronunciation with only minor errors; does not hinder understanding.

Score 3: Some noticeable errors; listeners need to focus more to understand.

Score 2: Frequent pronunciation mistakes; comprehension becomes difficult.

Score 1: Words are mostly unintelligible.

b. Grammar

Grammar is related to the correct use of language rules and sentence structure. Good grammar usage allows the speaker to communicate ideas clearly and logically.

Key points:

Score 4: Very few or no grammatical errors.

Score 3: Some errors, but they don't interfere with meaning.

Score 2: Many errors that make sentences sound awkward.

Score 1: Sentences are incomprehensible due to serious grammar issues.

c. Vocabulary

Vocabulary reflects the range and appropriateness of words used by the speaker. The more accurate and relevant the vocabulary, the better the speaker can deliver ideas.

Key points:

Score 4: Effective word choice, very few inappropriate uses.

Score 3: Generally appropriate vocabulary, with minor mistakes.

Score 2: Limited vocabulary and frequent misuse of words.

Score 1: Inadequate and inappropriate vocabulary.

d. Fluency

Fluency refers to how smoothly and naturally someone speaks without frequent pauses or repetitions. Fluency shows the speaker's comfort level in expressing themselves.

Key points:

Score 4: Smooth and natural flow, with rare hesitation.

Score 3: Occasional hesitation or repetition, but overall understandable.

Score 2: Speech is slow, hesitant, and requires prompts.

Score 1: Speaks very little; difficult to evaluate fluency.

e. Comprehension

Comprehension refers to how well the speaker understands and responds during communication.

It includes the ability to follow conversations and respond meaningfully.

Key points:

Score 4: Fully understands and actively participates in discussion.

Score 3: Generally understands but sometimes struggles to keep interaction.

Score 2: Rarely responds appropriately; interaction is weak.

Score 1: Minimal understanding and participation.

These five indicators provide a clear and holistic view of students' strengths and weaknesses in speaking. Through structured evaluation using this rubric, teachers can identify which areas students need to improve—whether in pronunciation, grammar, vocabulary, fluency, or comprehension—and design appropriate strategies to support their speaking development (source: (Fauzan et al., 2024)

3. Types of Speaking

Speaking is a vital skill in English language learning, and it comes in various forms depending on the purpose and context. In the classroom, it is essential to recognize the diversity of speaking activities to ensure students engage in meaningful and purposeful communication. There are six types of

classroom speaking performances: *imitative, intensive, responsive, transactional, interpersonal, and extensive*. Imitative speaking focuses on the repetition of sounds or phrases, often through drills, without requiring comprehension. Intensive speaking involves the production of short language stretches that demand grammatical or phonological control, often practiced individually or in pairs. Responsive speaking includes brief interactions, typically teacher-student exchanges, that encourage participation without requiring extended dialogue. Transactional speaking focuses on exchanging information, such as in interviews or role plays, while interpersonal speaking emphasizes maintaining social relationships and often involves informal or colloquial language. Extensive speaking, on the other hand, includes longer, prepared monologues like presentations or storytelling, requiring greater planning and coherence. (Tunliu et al., 2025)

Different speaking types serve different purposes in language learning. For example, imitative and intensive speaking help students focus on pronunciation and sentence structure, which are important for building a strong language foundation. On the other hand, activities like transactional and

interpersonal speaking allow students to practice real-life communication, such as asking for help or having a casual conversation. These activities not only improve fluency but also help students become more confident in using English in daily situations. Each student may feel more comfortable with different types of speaking tasks depending on their personality and learning style. Some students may enjoy interactive conversations, while others may prefer prepared speeches. Therefore, teachers should provide a mix of speaking activities in the classroom. This way, all students have the opportunity to practice and improve their speaking skills in ways that suit them best. (Guebba, 2021)

In conclusion, understanding the types of speaking from basic repetition to complex interaction is essential for effective language instruction. By incorporating various types of speaking activities and recognizing individual learner differences, teachers can create an inclusive and communicative classroom environment that supports all students in developing their speaking skills.

4. Teaching English Speaking in Pesantren

Pesantren, as the oldest Islamic educational institution in Indonesia, has a distinctive

characteristic of combining religious values with general curriculum. Along with global development, pesantren are required not only to focus on teaching classical Islamic texts (*kitab kuning*), but also to integrate foreign languages, particularly English, as a means of international communication and scientific development. However, students' attitudes toward English show significant variations. In some traditional pesantren, English is still considered less relevant to daily life or religious practices. There are even perceptions that English is not useful for the afterlife, which leads to low learning motivation. On the other hand, in modern pesantren, English is positioned equally with Arabic as a daily communication language, thus motivating students to master speaking skills.

Teaching English, especially speaking, encounters various challenges within the pesantren environment. Common obstacles include limited learning facilities, less varied teaching methods, insufficient English exposure, lack of qualified teachers, as well as psychological barriers such as anxiety, shyness, and low self-confidence. These conditions make many students more accustomed to speaking in Arabic or Indonesian, while English practice remains very

limited. As a result, speaking ability in terms of fluency, confidence, and spontaneity has not developed optimally.

Nevertheless, pesantren actually possess great potential in supporting the development of speaking skills. The discipline that characterizes pesantren life can be utilized to establish English-speaking habits through programs such as *English day*, *English camp*, or simple daily conversations. In addition, students who live in a multilingual environment (Arabic–Indonesian) are generally more capable of transferring these skills to English. The role of teachers is also essential in motivating students, particularly by emphasizing that mastering English is beneficial not only for pursuing higher education but also for accessing international literature and serving as a medium of Islamic preaching (*dakwah*) on a global scale.

Students' motivation in learning English varies according to the characteristics of the pesantren. In modern and semi-modern pesantren, students usually demonstrate higher motivation due to clear program support and inspiration from alumni who have successfully pursued studies abroad. However, in

other pesantren, students' motivation remains relatively low since they prioritize religious studies. In this context, motivation can be explained through the *L2 Motivational Self System* and the *Socio-Educational Model*, which emphasize that students with a clear vision of the benefits of English are more eager to practice speaking skills.

In addition to motivation, institutional support plays a crucial role in the success of teaching speaking in pesantren. Bilingual programs that combine Arabic and English, daily vocabulary practice, extracurricular activities such as *English clubs*, and special programs like sending students to the *English Village in Pare* have proven effective in creating a conducive environment for practicing speaking. However, some pesantren still face limitations in terms of facilities, infrastructure, and teaching staff, as well as a lack of coordination between formal schools and dormitories. These factors hinder the success of speaking mastery.

Therefore, teaching English in pesantren, particularly speaking skills, can be seen both as a challenge and an opportunity. Challenges arise from students' diverse attitudes, limited facilities, and lack

of English exposure. Meanwhile, opportunities can be created through immersive environments, teacher support, and motivation enhancement based on both academic and religious purposes. If these strategies are consistently implemented, pesantren have great potential to produce a generation of students who not only master religious knowledge but are also able to communicate globally and convey Islamic preaching at the international level. (Sholihah et al., 2024)

5. Strategy of Teaching and Learning Speaking For Junior High School in Indonesia

Teaching speaking English to students is not easy. A teacher must choose a strategy according to the needs of students in teaching speaking. Teachers can use various strategies in teaching speaking English to students. According to (Hasibuan et al., 2022) , several strategies can be used in teaching speaking, such as the following:

a. Discussion

Discussion is a method that is often used by teachers at school. In this activity, the teacher will choose a topic to discuss in discussions between students. There is a session explaining the material and a session giving opinions on what has been conveyed. According to (Hadriana, 2016), a

discussion is an activity that can create a safe and active learning environment for students to participate in the learning process. Students can interact and can communicate directly with the interlocutor through this activity. It is very clear through discussion students can have the opportunity to express their opinion about something. Therefore, these activities can help students to improve their speaking skills.

b. Storytelling

Through storytelling, students can briefly summarize the stories or stories they have heard before. Through storytelling, students can also create their own stories in their own words and tell them to their friends. According to (Zuhriyah, 2017), storytelling is an activity carried out by a storyteller to retell a story to others in his/her language. It clearly explains to us the use of the storytelling strategy to make students think creatively in uttering words, besides that it can also help students remember word by word in English.

c. Picture Describing

In teaching English, a teacher must be smart in choosing teaching strategies. One of the

teaching strategies that is often used is a picture or describing a picture. The use of pictures in teaching speaking skills can help students remember what to say. According to (Nurdini, 2018), the use of pictures can make communicative learning more creative and pictures can be a visual aid that becomes material and can produce language. It means that the use of picture strategies can help teachers provide understanding to students in learning English.

d. Role Play

Role play is a learning strategy that makes students talk while playing roles. In this game, students get information from the teacher. The teacher will give instructions to students on how to pretend in various social roles. Roleplay is one of the strategies that can make students talk. It is clear that when students want to improve their speaking skills, they will be helped by using this strategy. So that it makes students more active in speaking.

e. Simulation

The simulation is similar to role-play. Simulations are more complicated than role play. In the simulation activities, students are asked to take the

demonstration material. This demonstration material is used in simulation activities, for example, students are asked to become a singer, so students must carry a microphone to the class. (Hardianty et al., 2013) state that this activity can give advantages to entertain and increase students' confidence in speaking in front of the class. It means this strategy is very helpful for students in learning English.

f. Drilling

The next strategy is drilling. According to (Mendrofa & Wijaya, 2022), drilling is a strategy that emphasizes the repetition of oral practice that can demonstrate students' foreign language skills. In the drilling activity, the students would repeat what is heard from the model, namely the teacher or native speaker. Of course, this strategy can help students in improving their English pronunciation. When they find it difficult to pronounce words in English, they can use this strategy to deal with the problem by repeating it over and over again. The repetition of pronunciation that is often done in this activity will make it easier for students' tongues to pronounce words in English.

g. Conversation

A conversation is a communication activity carried out by two or more people. Romadlon, (2016) stated that the practice of conversation in various contexts and situations can facilitate students' communication skills in English. It is very good for students in improving their speaking skills. In addition, through this strategy students also learn social interaction with many people in various situations. Therefore, the conversation can also be another option in choosing teaching strategies for students, especially to build their speaking skills in English.

6. Charades Game

The game, known as charades, is an engaging activity that can significantly enhance student motivation in developing speaking skills. This game involves players acting out words or phrases without speaking, prompting their peers to guess what they are portraying. Such an interactive approach not only makes learning enjoyable but also encourages active participation and language use in a supportive environment. Charades also help students develop good oral presentation skills, which is proven from another related study. (Singh and Abdul Aziz, 2021:25)

In the context of English language learning, charades can lower students' anxiety because it focuses on fun and creativity rather than accuracy. This can help students feel more relaxed and willing to try speaking in front of others. In charades, students are divided into teams, and one player from each team takes turns acting out a word or phrase while their teammates guess what it is. This game can be adapted to various themes, making it versatile for different vocabulary sets or language structures. The non-verbal communication required in charades fosters creativity and improvisation among students as they learn to express ideas without relying on spoken language.

Charades can also be used to introduce or review new vocabulary, making the learning process more meaningful. When students see and act out the word, it becomes easier for them to remember it. The physical involvement during the game helps reinforce memory through movement and repetition. One of the popular language learning games entailing the dynamic criteria is charades. It comprises groups of two or more people and is described as a guessing game within the teaching and learning process (Sherly et al., 2019). In this game, students

attempt to guess a given word or phrase acted out or explained by their teammates within a specific time limit.

In this way, charades creates a fast-paced and exciting learning atmosphere. Because students must guess quickly, they are encouraged to think fast and focus on the clues being given. This trains their ability to understand context and meaning, which is important in everyday conversation. The benefit of Charades creates a lively classroom atmosphere where students actively participate. This engagement is crucial for maintaining motivation, as students are more likely to enjoy the learning process when it involves play and collaboration. The game allows students to take risks with their language use since they are not penalized for incorrect guesses or imperfect execution. This can lead to increased confidence in speaking as students learn to express themselves creatively. As students guess the words being acted out, they receive immediate feedback on their understanding and interpretation of gestures. This real-time interaction helps them refine their communication strategies and enhances their language skills. Charades refer to a game that requires the action of acting a word, situation. Charades is a

technique that requires learners to create a mental image of the word or situation that they have acted out. Because of this, students become more aware of body language and facial expressions, which are important parts of communication. It also helps them connect spoken words with visual meanings, improving both their comprehension and speaking fluency. Charades emphasizes the importance of non-verbal cues in communication. Students learn to interpret gestures and expressions, which are essential components of effective speaking and understanding in real-life interactions. The collaborative nature of charades promotes teamwork, as students must work together to guess the correct answers. This builds social skills and creates a supportive learning environment where students feel comfortable participating.

Working in teams allows students to support each other and build stronger relationships. When students feel safe and accepted, they are more willing to speak up and try new things. This positive atmosphere helps reduce fear and increases classroom interaction. To effectively integrate charades into language learning, educators can consider the following strategies: Choose words or phrases that align with lesson

objectives and are suitable for the students' proficiency levels, Explain the rules of charades clearly to ensure all students understand how to play, emphasizing that no speaking is allowed during the game, motivate students to think outside the box when acting out words, using a variety of gestures and expressions to convey meaning, After each round of guessing, discuss what strategies worked well and what could be improved. This reflection helps reinforce learning and encourages continuous improvement. explored the use of Charades, Their findings highlighted that Charades not only improved speaking acquisition but also enhanced vocabulary, listening, speaking, and writing skills across various educational levels. The study emphasized the game's ability to create dynamic and engaging learning experiences, fostering active student participation and reducing learning anxiety.

Teachers can also encourage students to take turns leading the game or choosing vocabulary. This helps them take ownership of their learning and builds leadership skills. In addition, using simple rewards or praise during the game can boost motivation and make students feel appreciated. The guessing game of charades serves as an effective tool for enhancing

student motivation in learning speaking skills. By fostering an interactive environment that emphasizes creativity and collaboration, charades not only makes language learning enjoyable but also equips students with essential communication skills applicable beyond the classroom. Through this game, students learn to speak more naturally, develop confidence, and work together as a team. These are not just academic skills but life skills that will benefit them in many areas of their lives, both inside and outside the school environment.

7. Charades Game in Education

Charades game helps students recognize and memorize vocabulary more easily by involving physical movement and visual aids. This game stimulates students' curiosity through visual representations and gestures, making the learning process more engaging and enjoyable. Students become more active in the classroom as they do not only memorize words, but also associate them with actions and expressions. The study also emphasized that Charades can be a solution to common problems in vocabulary teaching such as low motivation, memorization difficulties, and monotonous teaching techniques. Teachers are encouraged to be more

creative in selecting appropriate learning media, especially for junior high school students who require interactive and engaging approaches. Charades allows students to express themselves while learning, making the classroom experience more dynamic and meaningful.(Mathla et al., 2024)

The use of Charades also had a positive impact on students' learning attitudes and engagement. The researchers observed that students became more enthusiastic, active, and better able to grasp new vocabulary because they were directly involved in miming and guessing activities. This interactive approach also activated students' emotional and social skills, creating a collaborative and energetic classroom environment. The use of body language helped students visualize word meanings more concretely, which strengthened memory retention. (Simanjuntak et al., 2025) overall, the study concluded that Charades not only enriches students' vocabulary but also creates a joyful and effective learning experience. In the context of teaching vocabulary especially at the high school level this game based method offers an engaging alternative to address student boredom and low participation. Therefore, Charades is considered a valuable

technique for improving vocabulary acquisition while making learning fun and interactive.

8. Charades Game in English Learning (Speaking)

Charades is one of many creative learning strategies that can be used to make English language learning more interactive and fun. Traditional classroom methods often rely heavily on textbooks and repetition, which may not fully engage students or help them feel confident in speaking. That is why incorporating games like Charades into the learning process is a great way to involve students actively and encourage communication through enjoyable activities. Charades is a game usually played by guessing words or phrases acted out by other players without speaking. In English learning, especially to improve speaking skills, Charades can be a very effective and enjoyable tool. By using Charades, students are encouraged to communicate non-verbally at first, then practice pronouncing English words related to the words or phrases they act out. This helps students become more confident and willing to speak English because the learning environment feels relaxed and pressure free. Moreover, Charades helps increase students' vocabulary and their ability to understand the meaning of words through the context

of movements. This game makes learning English fun, so students find it easier to remember and use new words when speaking. Therefore, Charades is very suitable as a method to improve English speaking skills, especially for beginner students or those who are less confident speaking in front of the class.

Speaking is often one of the most challenging skills to develop. Many students feel nervous or embarrassed when they are asked to speak in front of others. To overcome this challenge, teachers need to create a fun, relaxed, and supportive learning atmosphere. One effective way to do this is by using educational games such as Charades, which can lower students' anxiety and encourage them to speak more freely. Based on research at MI Miftahul Ulum, the use of Charades has been proven to help students begin to pronounce and speak English better. This game makes learning easier because students learn by hearing and seeing during the play. (Naily Inayatul Maghfirah, 2024) Because Charades is played regularly and intensively, students develop their speaking skills faster, including their English pronunciation. Even students who previously struggled find it easier to learn in a more enjoyable

and natural way. Thus, Charades not only increases vocabulary but also helps students practice speaking English directly, improving their overall speaking ability.

B. Some Related Previous Studies

There are several previous studies regarding guessing game (charades) on student's motivation in learning speaking skills, there are several similar titles, therefore the authors take several studies, the first of which is from (Singh and Abdul Aziz, 2021) entitled, "Use of Charades in enhancing hidgher institute in student' speaking skills", aimed to examine the effectiveness of Charades in improving students' speaking skills and to explore their perceptions of the method. This quasi-experimental study involved 18 students from Chenderoh Community College and collected data through pre-tests, post-tests, and questionnaires. The findings showed a significant improvement in students' speaking scores and positive responses to the Charades method. The *similarity* with the current research lies in the use of the Charades game, the quantitative approach, and the goal of improving speaking skills. However, *the difference* is in the educational level of the participants college students versus seventh-grade students in the current study and the context of a higher education institution compared to a religious boarding school (Pesantren). The *research gap* in

this study is the lack of application of Charades among early adolescents in faith-based educational environments. Therefore, *the novelty* of the current research lies in its implementation of Charades specifically for seventh-grade students within an Islamic boarding school setting using both experimental and control groups.

The second from (Rucita and Fitriani, 2024) entitled, “The Use of Guessing Game to Improve Students’ Speaking Skill.” investigated the effectiveness of guessing games in enhancing students’ English speaking ability. This quantitative study involved 64 seventh-grade students from SMPN 3 Ngronggot Nganjuk. The data were analyzed using a paired T-test, and the results showed a t-value of 9.208, exceeding the critical t-value of 2.042, indicating a significant improvement in students’ speaking skills after the treatment. The *similarities* with the present study include the same grade level (seventh grade), use of a guessing game, a quantitative approach, and a focus on speaking skills improvement. However, *the differences* lie in the type of game used general guessing games rather than Charades specifically and the context of a general public school instead of a religious boarding school. The *research gap* is the lack of a specific focus on Charades as a sub-type of guessing game. Hence, *the novelty* of the current research is the specific implementation of Charades as a targeted strategy in

improving speaking skills in a more specialized and faith-based educational environment.

The third from (Nopitasari, 2022) entitled, “The influence of using guessing game towards student’s speaking ability at the first semester of the eighth grade at MTs N 2 Bandar Lampung in academic year of 2020/2021”. focused on determining the influence of guessing games on students’ speaking ability in descriptive texts. This quasi-experimental study used two classes: an experimental class and a control class. Pre-tests and post-tests were used to collect data, which were then analyzed using an independent sample t-test via SPSS. The results showed a significance value of $0.003 < \alpha = 0.05$, indicating a positive impact of the guessing game on speaking ability. The *similarities* with the current study are in the use of a quasi-experimental design, the focus on secondary school students, and the effort to enhance speaking skills. However, *the differences* include the grade level (eighth vs. seventh grade), the type of speaking task (descriptive text vs. broader speaking contexts), and the game applied (general guessing game vs. Charades). The *research gap* lies in the absence of a focused analysis on Charades as a specific technique and in different contextual settings. Thus, *the novelty* of the present research is the targeted use of Charades for a broader range of speaking

activities in a religious school setting among younger learners.

The fourth from (Rahmadi Immanuel, 2023) in his research entitled “The Influence of Using the Charades Game on Descriptive Text Speaking Skill of the Eighth-Grade Students of SMP N 1 Magelang” shows that the use of charades has a significant effect on students' descriptive text speaking skills. This study used a quasi-experimental method with a sample of 30 students in the experimental class and 30 students in the control class. The results showed that the average score in the experimental class was higher than that in the control class, and it was evident that students became more confident in speaking in front of the class.

The fifth from (Wida Ayuwandini, Yousef Bani Ahmad, Totoh Tauhidin, 2022) in her study entitled “Students' Perception in Learning Speaking through Charades Game” found that charades can increase students' confidence, motivation to learn, and English vocabulary mastery. This study also confirms that a fun and participatory learning environment through charades is very helpful in honing students' speaking skills, especially in the context of English language learning at the junior high school level.

C. Conceptual framework

This research consists of two variables: the independent variable (X) and the dependent variable (Y). The independent variable is charades game while the dependent variable is students' motivation in learning speaking skill. The researcher assumes a hypothetical cause and effect relationship between the use of charades game and speaking. The guessing game, specifically charades, is a teaching technique that involves students actively participating in fun and interactive guessing activities. This technique aims to create an enjoyable and low-stress learning environment where students feel encouraged to express themselves verbally, enhancing their confidence and interest in speaking activities. In this context, motivation refers to the internal drive and enthusiasm students feel to engage in and improve their speaking abilities. By implementing the guessing game, the researcher expects to observe a positive influence on students' motivation, which subsequently leads to better participation and improvement in speaking skills.

The conceptual framework of this research is as follows:

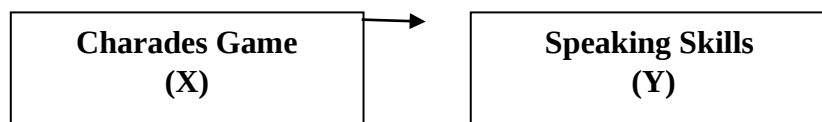


Figure 1. Conceptual framework

a. Pre-test:

Conducted before implementing the charades game to assess the students' speaking skill level.

b. Treatment:

Charades game is applied as a teaching method. Students engage in a fun guessing activity to enhance their interaction and motivation in speaking.

c. Post-test:

Conducted after implementing the charades game to evaluate any changes in students' motivation levels.

d. Analysis:

The pre-test and post-test results are compared to determine whether charades game has a significant impact on students' speaking skill.

Relationship Between Variables:

a. Independent Variable (X): Charades Game

b. Dependent Variable (Y): Speaking skills.

c. The relationship: The implementation of Charades Game is expected to positively influence students' speaking skill, which is measured through the difference in pre-test and post-test scores.

D. Hypothesis

The formulation of this research hypothesis is as follows:

H_0 There is no significant difference between the speaking

: scores of eight-grade students taught using Charades games and those taught without using Charades games at Pondok Pesantren PKPPS Hidayatul Qomariyah KotaBengkulu.

H_a There is a significant difference between the speaking
: scores of eight-grade students taught using Charades games and those taught without using Charades games at Pondok Pesantren PKPPS Hidayatul Qomariyah Kota Bengkulu.

