Improving Students' Speaking Skill through Play-Based Learning

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Abstract
Based on the syllabus on 4.8, 10-year students at *Sekolah Menengah Kejuruan* (SMK) Maniamas Ngabang must be able to present short and simple narrative texts related to folk legends. This research aims to improve students' speaking skills through play-based learning. This research was a classroom action research. The procedures of this research covered planning, acting, observing and reflecting. The subjects of this research were 28 students of class X of SMK Maniamas Ngabang. The data were collected by observation checklist, field notes, speaking test, questionnaire, and interview sheet. The data obtained from the process of data collection were analyzed by reflecting on the facts or information gathered to assess the improvement of students' speaking. After collecting the data, the next step was analyzed the data. The data classified based on the research. In this study, the analysis used qualitative and quantitative analysis. This research showed play-based learning was able to improve students' speaking skills. The students were more engaged in learning when the lesson presented involved games, and they also put more concerned about their assignments, attendance, and activities during the learning process. They stated that it became easier to understand the lesson because they can directly practice it the game application in the learning process. Last, the questionnaire result showed the students strongly agreed that play-based learning was a good method for learning to speak, with a mean value 4.54. In conclusion, the use of play-based learning can improve students' speaking skill.

Keywords: speaking skill, play-based learning, vocational high school students

INTRODUCTION

Speaking instruction has become a requirement in all schools with the goal of enhancing students' communication skills. English is essential to be mastered for people because it has several benefits in major fields such as business, tourism, education and technology (Marbes & Idayani, 2022). Students must be able to use speaking skills in their daily activities. However, Students encounter significant challenges in acquiring proficiency in their second language. Speaking skill is one of the skills that should be learned by the students in a classroom, particularly to communicate directly. Students can exchange knowledge and express their views and feelings through speaking (Crisianita & Mandasari, 2022). Despite being exposed to English as a subject from elementary school, many struggle to attain mastery even after several years of learning. The difficulty arises, in part, because most teachers employ the conventional method in the teaching and learning process. There are other aspects needed in speaking skills which include cultural and social matters (Wahyuningsih & Afandi, 2020). As a result, students are not actively engaged in the learning process. Moreover, the reasons were not limited to having little knowledge of the components of speaking skills, including vocabulary, fluency, pronunciation, grammar, and comprehension but also personal reasons such as lack of self-confidence, shyness to perform speaking, lack of speaking practice, time management, speaking material, and exposure problems. The students should have the ability to speak English so that they can communicate with others. In order to communicate effectively, which requires more than only correctness but also fluency, speaking sessions are intended to assist students (Miranda & Wahyudin, 2023).

These factors may contribute to why students frequently encounter difficulties in their speaking skills. The issues occur because they are not actively speaking because they have limited opportunity of doing so. During conversations or discussions in speaking lessons, students typically exhibit passivity. It is important to note that self-confidence is an affective factor that affects how well students learn English as a foreign language (Arianto et al., 2023). As a result, Students do not actively participate in the learning process. They frequently appear shy and hesitant to answer the teacher's questions, which can be attributed to a lack of confidence and motivation in speaking activities. Consequently, it becomes essential for teachers to encourage and motivate students, particularly in the realm of English language learning and speaking skills. Students also learn how to develop positive attitudes towards learning and develop self-confidence as they become independent learners and develop a positive attitude towards school and learning.

SMK Maniamas is a private school located in Ngabang, Landak Regency, with approximately 300 students. SMK Maniamas Ngabang operates under the support and guidance of the Ministry of Education and Culture. Based on the syllabus on 4.8, 10-year students at SMK Maniamas Ngabang must be able to present Brief and straightforward narrative texts about folk legends, both orally and in writing, Taking into account social functions, text structures, and language elements accurately and within the appropriate context. In addition to folk stories, teachers can also develop descriptive story materials that appropriate the needs of students at SMK. However, in this study, the researcher still uses folk stories for teaching materials with the goal is to enhance student comprehension by presenting information in a way that is familiar to them. The indicators that the researcher aims to achieve in this study are that students can communicate orally in some oral narrative texts by exchanging information and

making inquiries about straightforward folk legends using language elements that are appropriate according to the context of use. The objectives of this study include: students accurately identifying the meaning of words, correctly pronouncing vocabulary from the story in English, reading English sentences accurately, accurately pronouncing English vocabulary, and proficiently retelling folk stories with clear pronunciation and fluency.

Referring to the problems above, on the observation of Year-10 students of SMK Maniamas Ngabang, the writer proposed an alternate solution to cultivate students' enthusiasm for speaking and active participation in the teaching and learning process. Integrating play-based activities into the academic curriculum promotes Students' social-emotional skills and academic learning are both improved (Wiskus, 2021). One of the most effective ways for young learners to acquire knowledge is through play (Del Pezo & Stefanny, 2022). Play-based learning is one of the solutions to the speaking problems faced by students. The play-based learning method is an appropriate strategy for them. These activities strengthen students' foundation by making them curious and enthusiastic about learning and preparing them to be lifelong learners. Play-based learning helps students build their communication skills because they engage with many other students on a regular basis while playing. It also stimulates children to learn by considerably boosting them with language understanding. However, play-based learning practices, on the other hand, may improve young learners' learning results and motivation in the early primary grades during this period (Jannah & Asmara, 2023). This was confirmed through an interview with Mrs. Evi Susanti Iin, S.Pd., the class teacher, who noted that the students in this class tend to be more reserved compared to their counterparts in other classes. A significant portion of the students faces challenges in responding to the teacher's questions, showing a preference for chatting with their peers. Although there are a few students with a motivation to learn English, the researcher has chosen this class as the context for addressing the speaking learning problem by implementing a play-based learning strategy. Activities in play-based learning environments are meant to stimulate students' imaginations and inspire them to explore, experiment, and discover (Khalil et al., 2022).

Another study was carried out by Bubikova-Moan et al. (2019) entitled "ECE teachers' views on play-based learning: a systematic review" The results of this research uncovered diverse levels of alignment between the concepts of play and learning. While participating in Play-based learning, individuals may take on various roles, yet they also express hesitations regarding the timing and manner of their engagement. From the previous research above, the gaps of this research are that this study mainly focuses on Year-10 students and attempts to address these issues and discover the most effective approach to teaching speaking. This play-based learning facilitated the teacher to give the new idea to teach speaking to Year-10 of SMK Maniamas Ngabang. It is beneficial to teach speaking since it may be used as an alternate way to develop students' speaking confidence, fluency, and vocabulary. This study also confirm preview study (Suwastini et al., 2022) argue the play base learning can be used to promote communicated and social skills among the students. It requires the students to discuss designing and conducting the play, both with their peers and with their teachers.

METHOD

This research adopted Classroom Action Research (CAR) as its design, incorporating both quantitative and qualitative approaches. The researchers chosen this

research to investigate how Play-Based Learning can enhance students' speaking skills at SMK Maniamas Ngabang. Given the challenges faced by students, Play-Based Learning emerges as a suitable approach for improving speaking skills within the framework of classroom action research. Following the conventional action research methodology's four stages (planning, acting, observing, and reflecting), this study aims to refine students' speaking skills through a straightforward methodological approach. The researchers documented classroom activities and followed research cycles, as recommended by Anne Burns (Burns, 2010). Furthermore, the process of this research can be seen in Diagram 1.
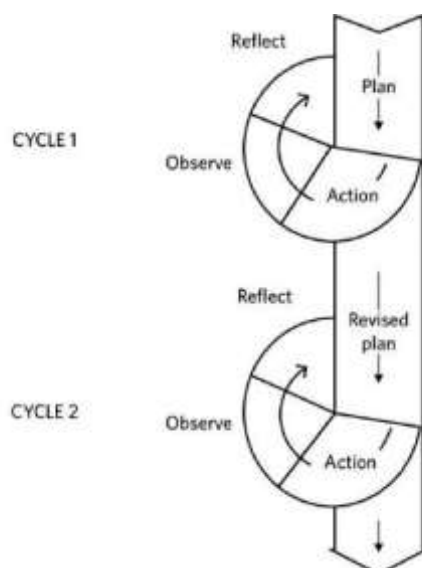

Diagram 1. Cyclical Action Research Model

The focus of this study was on the Year-10 students belonging to the accounting Class at SMK Maniamas Ngabang during the academic year 2023/2024, comprising a total of 28 students. The rationale behind selecting Year-10 students from the AKL class is grounded in the observed deficiency in speaking skills and the prevalent passivity during speaking classes at this level.

The data was analyzed using a variety of procedures, including an observation checklist, field notes, a speaking test, a questionnaire, and interview sheet. The data was gathered using a variety of instruments, including an accomplishment test observation checklist, field notes, and a speaking exam.

The data received during the data collection process were examined by reflecting on the facts or information gathered in order to assess the improvement of students' speaking: Following the collection of data, the data was analyzed. Based on the research, the data was classified. The qualitative and quantitative analyses were used in this investigation. The scoring rubric can be seen below.

Table 1 Speaking Score of Accuracy (Pronunciation)

Classification	Score	Criteria
Excellent	5	Pronunciation is minimally affected by the mother tongue.
Good	4	The impact of the mother tongue on pronunciation is minimal, and the

majority of utterances are accurate

Fair	3	While pronunciation is still moderately influenced by the mother tongue, there are no significant phonological errors.
Poor	2	The mother tongue influences pronunciation, however only a few major phonological problems occur.
Very poor	1	The mother tongue influences pronunciation, resulting in communication breakdowns.

(Saputri et al., 2021)

Based on the table above, the result of the researcher's analysis of the students' speaking examinations will be determined by classifying students. It is shown in the Table 2.

Table 2 Speaking Score of Fluency

Classification	Score	Criteria
Excellent	5	Speaks without much effort and with a reasonably broad range of expression. Searches for words on occasion, but only with one or two awkward pauses.
Good	4	Has to make an effort to find words at times. Nevertheles the overall delivery is smooth, with barely a few odd pauses.
Fair	3	Despite putting in effort and searching for words, there are relatively few unnatural pauses. The delivery is mostly smooth.
Poor	2	Needs to exert effort frequently, often searching for the intended meaning. The delivery is somewhat halting and fragmentary.
Very poor	1	Extended pauses occur as he/she searches for the intended meaning. The delivery is often halting and fragmentary, and there are moments when there is almost a surrendering to the effort.

(Saputri et al., 2021)

Using the formula below, the scores from the two preceding tables were transformed into scores in the next table.

$$\text{A student's score} = \frac{the\ g}{the\ m}\ \text{X}\ 100\%$$

Note:

the g   = Total score aspects in speaking

the m   = The total of highest score aspects in speaking

Besides from the technical aspects of scoring on the five scales mentioned above, the writer also uses rating classification to assess the student's speaking abilities. see the scale classification of speaking test in the Table 3.

Table 3 Classification of Speaking Test

No	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	≤ 40

(Mustakim & Ismail, 2018)

To compute the mean, the researcher applied the following formula proposed by (Patria et al., 2020).

$$X = \sum \frac{wx}{N}$$

Legends:

X: weighted mean

W: weighted factor

$\sum$: sum of

N: total number of the students

x: score

The criteria to interpret the data in this study can be seen in the table below.

Table 1 Data Interpretation Criteria

Rate	Verbal interpretation	Range
5	Strongly agree	4.51-5.00
4	Agree	3.51-4.50

3	Neutral	2.51-3.50
2	Disagree	1.51-2.50
1	Strongly disagree	1.00-1.50

Adapted from Patria et al. (2020)

FINDINGS AND DISCUSSION
Findings
The researchers assessed individual speaking scores using a speaking rubric and provided detailed explanations based on field notes and observation checklists. For the first cycle the data collected by the observation checklist and field note revealed that the students' performance was still subpar because some students failed to pay attention to what was being taught and did not take an active role in their own education. The environment in the classroom is still out of control. However, there were some disruptive kids that interfered with the other students' studies. The class instructor (observer) then suggested that the teacher change the game and make the instructions more clear in order to get the students to integrate and pay close attention to the explanation of the subject matter.

The observer advised the teacher to penalize the children if she was still unable to control them. For the second cycle From the data taken by observation checklist and field note, it was found the students were enthusiast when they learn speaking using play-based learning. By introducing the new materials and games to the students, it makes them feel confident while speaking. They also showed a good teamwork during the activity. In particular, they were able to memorize the vocabulary through games, and by having new vocabularies they students feel confident to speak in English even though they still mix with the Indonesian language. The students' reactions during teaching and learning using play-based learning showed good progression from the first cycle.

Additionally, it was evident from the students' behavior that they were more engaged in responding to the teacher's inquiries and that they felt motivated to compete with other groups in the oral presentation. Moreover, the study involved an examination of the results and students' satisfaction with the implementation of play-based learning. Finally, the researcher interviewed the teacher to gather insights into whether the utilization of play-based learning proved effective in enhancing speaking skills in the Year-10 classroom at SMK Maniamas Ngabang.

Cycle 1
Following the initial cycle, certain issues persisted in various aspects of the teaching and learning process. Consequently, the researcher and the teacher opted to proceed with cycle 2 to address these challenges. Overall, minimal changes were observed between the periods before and after the implementation of cycle 1. The research findings, encompassing the statistically analyzed data, focused on the students'

scores on the speaking test during cycle 1. The detailed results of the speaking test in cycle 1 are presented in the Table 5.

Table 5 The Results of Students' Speaking Test in Cycle 1

Students	Pronunciation	Fluency	Total Score	Score
S1	2	3	5	50
S2	3	2	5	50
S3	1	1	2	20
S4	2	3	5	50
S5	3	5	8	80
S6	2	3	5	50
S7	2	3	5	50
S8	1	2	3	30
S9	2	3	5	50
S10	2	1	3	30
S11	3	3	6	60
S12	2	1	3	30
S13	1	4	5	50
S14	2	3	5	50
S15	3	5	8	80
S16	2	4	6	60
S17	2	3	5	50
S18	3	4	7	70
S19	1	3	4	40
S20	2	3	5	50
S21	4	2	6	60
S22	3	3	6	60
S23	3	4	7	70
S24	3	2	5	50
S25	3	4	7	70
S26	2	3	5	50
S27	3	2	5	50
S28	1	3	4	40

Table 6 Percentage of Students' Pronunciation in Speaking Test in Cycle 1

Classification	Score	Frequency	Percentage
Excellent	5	0	0%
Good	4	1	3%
Fair	3	10	36%
Poor	2	12	43%

Very poor	1	5	18%
Total		28	100%

Based on the Table 6, it can be seen there is one student (3%) achieved a good score, while 10 students (36%) received fair scores. Additionally, 12 students (43%) obtained poor scores, and 5 students (18%) received very poor scores on the speaking test. The writer conducted an analysis of the speaking test results, specifically focusing on the aspect of fluency. The distribution frequency and corresponding percentages are presented in the following table. Furthermore, the percentage of students' fluency in speaking test can be seen in Table 7.

Table 7 Rate Percentage Score of Students' Fluency in Speaking Test in Cycle 1

Classification	Score	Frequency	Percentage
Excellent	5	2	7%
Good	4	5	18%
Fair	3	13	46%
Poor	2	5	18%
Very poor	1	3	11%
Total		28	100%

From Table 7, it can be seen that the fluency scores of the students indicate that 2 students (7%) achieved excellent scores, while 5 students (18%) received good scores. Furthermore, 13 students (46%) attained fair scores, 5 students (18%) obtained poor scores, and 3 students (11%) received very poor scores.

Cycle 2

The execution of play-based learning in this cycle proved successful, as evidenced by the outcomes of the speaking test. Additionally, there was an improvement in students' attitudes and behaviors toward learning English vocabulary. The results of the speaking test in cycle 2 are provided in the Table 8.

Table 8 The results of Students' Speaking Test in Cycle 2

Students	Pronunciation	Fluency	Total Score	Score
S1	4	5	9	90
S2	5	2	7	70
S3	1	2	3	30
S4	3	5	8	80
S5	4	5	9	90
S6	4	5	9	90
S7	3	3	6	60

S8	1	3	4	40
S9	3	3	6	60
S10	2	1	3	30
S11	5	4	9	90
S12	2	1	3	30
S13	1	5	6	60
S14	2	2	4	40
S15	3	5	8	80
S16	2	4	6	60
S17	2	3	5	50
S18	3	4	7	70
S19	2	3	5	50
S20	4	3	7	70
S21	5	4	9	90
S22	3	4	7	70
S23	4	3	7	70
S24	3	2	5	50
S25	5	4	9	90
S26	3	4	7	70
S27	3	2	5	50
S28	2	3	5	50

Table 9 Percentage of Students' Pronunciation in Speaking Test in Cycle 2

Classification	Score	Frequency	Percentage
Excellent	5	4	14%
Good	4	5	18%
Fair	3	9	32%
Poor	2	7	25%
Very poor	1	3	11%
Total		28	100%

The fluency scores of students, as indicated in the table, illustrate that 4 students (14%) achieved excellent scores, while 5 students (18%) received good scores.

Additionally, 9 students (32%) attained fair scores, 7 students (25%) obtained poor scores, and 3 students (11%) received very poor scores in the speaking test during Cycle 2. The percentage breakdown of students' fluency scores is provided in the following summary. The distribution of students' fluency scores in the speaking test during Cycle 2, presented as a percentage breakdown.

Table 10 Percentage of Students' Fluency in Speaking Test in Cycle 2

Classification	Score	Frequency	Percentage
Excellent	5	6	21%
Good	4	7	25%
Fair	3	8	29%
Poor	2	5	18%
Very poor	1	2	7%
Total		28	100%

The fluency scores of students, as depicted in the table, reveal that 6 students (21%) achieved excellent scores, while 7 students (25%) received good scores. Additionally, 8 students (29%) attained fairly good scores, 5 students (18%) obtained poor scores, and 2 students (7%) received very poor scores.

Student's Behavior in Teaching Learning Process using Play-Based Learning

Based on the information collected through observation checklists and field notes, it was observed that students displayed enthusiasm while learning speaking through play-based learning. Introducing new materials and games to the students made them feel confident while speaking. They also demonstrated good teamwork during the activities. In particular, they were able to memorize the vocabulary through games, and having new vocabularies made the students feel confident speaking in English, even though they still mixed it with the Indonesian language. The students' reactions during teaching and learning using play-based methods showed significant improvement from the first cycle. Additionally, it was evident from the students' behavior that they were more engaged in responding to the teacher's inquiries and felt motivated to compete with other groups in the oral presentations.

Student's Perception toward the Implementation of Play-Based Learning in Teaching Speaking

Based on the data obtained from the questionnaires, it can be seen that students are generally satisfied with the teacher's performance and the adoption of play-based learning. It was proved by the students' response in the questionnaires dominated by "Strongly Agree" and "Agree". Furthermore, the result of questionnaires can be presented in Table 11.

Table 11 Mean Value and Verbal Interpretation of the Questionnaire Result

No	Students' Name	Mean of the score	Verbal Interpretation
1	Student 1	4.65	Strongly agree
2	Student 2	4.70	Strongly agree
3	Student 3	4.55	Strongly agree
4	Student 4	4.80	Strongly agree
5	Student 5	4.30	Agree
6	Student 6	3.85	Agree
7	Student 7	4.75	Strongly agree
8	Student 8	5.00	Strongly agree
9	Student 9	4.20	Agree
10	Student 10	4.90	Strongly agree
11	Student11	4.00	Agree
12	Student 12	4.20	Agree
13	Student 13	4.65	Strongly agree
14	Student 14	4.64	Strongly agree
15	Student 15	4.75	Strongly agree
16	Student 16	4.55	Strongly agree
17	Student 17	4.75	Agree
18	Student 18	4.35	Agree
19	Student19	4.65	Strongly agree
20	Student 20	4.90	Strongly agree
21	Student 21	4.60	Strongly agree
22	Student 22	4.80	Strongly agree
23	Student 23	4.35	Agree
24	Student 24	4.60	Strongly agree
25	Student 25	4.20	Agree
26	Student 26	5.00	Strongly agree
27	Student 27	4.85	Strongly agree
28	Student 28	3.65	Agree
	TOTAL	4.54	Strongly agree

Based on the Table 11, it can be seen that the biggest amount of mean is 5.00 and the least amount is 3.65. Furthermore, the total mean of the students' answers in the table is 4.54. Referring to the criteria of interpreting the data, the total mean value is in the range of 3.60–5.00, which means that averagely the research participants totally agree with all the statements written in the questionnaire. It affirms that the students are satisfied enough with the performance of the teacher and implementation of play-based learning. From this, the researcher can conclude that wall play-based learning can be one of the alternatives method for teaching speaking to Year-10 students of SMK Maniamas Ngabang.

Table 12 The Result of the Questionnaire

No.	Statements	Mean	Verbal Interpretation
1.	*Saya sangat senang belajar speaking dengan menggunakan metode play- based learning yang digunakan guru.*	4.80	Strongly Agree
2.	*Belajar speaking menggunakan play-based learning sangat menyenangkan.*	4.60	Strongly Agree
3.	*Belajar speaking dengan menggunakan metode play-based learning memotisivasi saya untuk lebih semangat belajar.*	4.64	Strongly Agree
4.	*Belajar speaking dengan menggunakan metode play-based learning dapat menambah semangat belajar saya.*	4.70	Strongly Agree
5.	*Belajar speaking dengan menggunakan metode play-based learning dapat meningkatkan motivasi belajar saya dalam meningkatkan penguasaan kosa kata saya.*	4.70	Strongly Agree
6.	*Belajar speaking menggunakan metode play-based learning mengurangi rasa malu untuk berbicara didalam Bahasa Inggris.*	4.35	Agree
7.	*Menggunakan metode play-based learning dapat meningkatkan rasa percaya diri saya dalam meningkatkan kosa kata saya.*	4.45	Agree
8.	*Belajar speaking dengan menggunakan metode play-based learning sangat menarik.*	4.38	Agree
9.	*Belajar speaking menggunakan metode play-based learning merupakan cara yang efektif dan efisien bagi saya.*	4.29	Agree
10.	*Belajar speaking dengan menggunakan metode play-based learning memberi peluang untuk menemukan kosa kata lebih banyak.*	4.58	Strongly Agree
11.	*Belajar speaking menggunakan metode play-based learning memberi saya kebebasan untuk berfikir.*	4.35	Agree
12.	*Belajar speaking menggunakan metode play-based learning membuat perhatian saya terfokus.*	4.29	Agree

13.	*Saya merasa tertantang meningkatkan kosa kata saya dengan menggunakan metode play-based learning.*	4.48	Agree
14.	*Saya tertarik belajar speaking dengan menggunakan metode play-based learning.*	4.77	Strongly Agree
20.	*Saya dapat menguasai kosakata lebih banyak lagi dengan menggunakan metode play-based learning yang mana dapat membantu saya berbicara didalam Bahasa Inggris.*	4.80	Strongly Agree
Total		4.55	Strongly agree

Based on the Table 12, it shows that the participants in the research fully agree with all the statements presented in the questionnaire. This indicates that the students are generally satisfied with both the teacher's performance and the implementation of play-based learning. Consequently, the researcher can infer that play-based learning stands as a viable alternative method for teaching speaking to Year-10 students at SMK Maniamas Ngabang. The analysis of the questionnaire reveals that nearly all items in this section achieved a high mean value, averaging 4.54. Following the interpretation criteria, it can be concluded that all the items are strongly agreed upon by the students. This outcome suggests that the implementation of play-based learning was successful in enhancing the speaking skills of Year-10 students at SMK Maniamas Ngabang.

At last, the researchers conducted interviews with English Teacher about the use of play-based learning. The result of interviews can be seen as follows.

Researcher	:	*Bagaimana kondisi siswa didalam mengikuti pelajaran didalam menggunakan metode play-based learning?*
Teacher	:	*Ketika siswa belajar menggunakan metode play-based learning mereka sangat antusias, kemudian lebih mudah mengingat kata yang mereka lihat kemudian diaplikasikan dengan berbicara dalam Bahasa Inggris dengan lebih percaya diri, pengucapan kata yang mereka dengar dan dengan demikian cara mengucapkan kata dalam bahasa Inggris mereka lebih meningkat*
Researcher	:	*Apakah penggunaan metode play-based learning didalam belajar bisa membantu siswa didalam meningkatkan kemampuan berbicara?*
Teacher	:	*Ya Bisa Membantu.*
		Ketika mereka belajar menggunakan metode play-based learning, vocabulary mereka bisa bertambah dengan cepat, pertama karena ada media langsung, ada bendanya langsung yang bisa mereka lihat, kemudian yang kedua mereka bisa langsung menyusun gambar dan merangkai kata dan membuat kalimat jadi bendanya apa dan fungsinya apa.
Researcher	:	*Apakah ibu ingin mengaplikasikan penggunaan metode play-based learning didalam mengajar bahasa inggris selanjutnya?*
Teacher	:	*Ya, saya akan lebih banyak menggunakan media gambar, cerita, dan games, kalaupun materinya bukan lagi tentang narrative text, jadi*

		mungkin dengan materi lain atau selanjutnya saya akan menggunakan game, gambar, dan cerita.
Researcher	:	*Apakah metode play-based learning sangat membantu guru didalam mengajar dan juga membantu siswa dalam meningkatkan kemampuan speaking mereka?*
Teacher	:	*Ya saya rasa seperti itu.*

Based on the result of interview, it can be seen that the use of play-based learning methods in in learning process can help students to improve their speaking skills. It is indicated that students feel enthusiasm when learning through play-based learning method. Moreover, students can also improve their vocabulary by using play-based learning method.

Discussion

The students exhibited favorable shifts in their attitudes and behaviors. Their interest in learning speaking through play-based learning increased, and they displayed enthusiasm during the teaching and learning process. Actively engaging in group tasks, particularly when arranging pictures, enhanced student involvement in learning activities. These group activities offered opportunities for students to collaborate with their peers while completing tasks. The questionnaire data also indicate the students' perspective on learning speaking through play-based learning. The results reveal that the majority of students completely agree that play-based learning aids them in acquiring speaking skills, emphasizing that it is enjoyable and fun.

The teacher endorsed the effectiveness of play-based learning as a favorable method for teaching speaking. The use of games was acknowledged to enhance student motivation in the learning process. Consequently, the teacher expressed satisfaction and concurred that opting for play-based learning was the correct decision for teaching speaking to Year-10 students at SMK Maniamas Ngabang. The actions taken during the research implementation successfully heightened students' interest in the teaching and learning process of speaking. This study supports the findings of a prior investigation (Suwastini et al., 2022) which asserted that play-based learning is effective in enhancing communication and social skills among students. The approach involves students engaging in discussions about designing and conducting play activities, both with their peers and teachers. While such studies contribute to a richer understanding of play-based learning, they also have a direct and positive impact on the students' learning process. Taylor & Boyer (2020) reported in their study entitled "Play-Based Learning: Evidence-Based Research to Improve Children's Learning Experiences in the Kindergarten Classroom" that PBL may encourage every student's active pursuit of new learning interests as well as solution-focused investigation of their learning requirements.

Additionally, theoretical concepts and experience from past practice must be used to search for information and methods that are expected to solve such problems, then reflect such methods to try on groups related to that problem (Semathong, 2023). Play-based learning is introduced as the teaching approach for speaking, ensuring equal opportunities for all students to engage in the learning process. Play-based learning is a tool for inclusion. Students with developmental delays can benefit greatly from play-based learning (Blyth, 2023). Subsequently, both the researcher and the teacher observed the students' behavior throughout the teaching and learning activities.

CONCLUSION

Drawing from the research findings and the discussion of the data, the conclusion can be reached that play-based learning effectively enhances the speaking skills of Year 10 students at SMK Maniamas Ngabang. This improvement is evident through play-based learning activities, such as the "Guess Who Am I" game and the continuation of the story. The evidence supporting this conclusion is derived from the results of speaking tests, observation checklists, field notes, interviews, and questionnaires conducted in both the first and second cycles. Positive changes in student behavior are apparent, as they become more active in teaching and learning activities. Moreover, students overwhelmingly agree that play-based learning significantly aids them in learning speaking.The first cycle in this research showed there are some improvements from the students. The students also making progress on the second cycle. The students showed positive changes and improvement in their pronunciation and fluency. It is justified based on the students' speaking score from cycle 1 and cycle 2. It is showed the improvements of students' speaking skills before and after the implementing of the research.

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