The Development of Taboo Game as Learning Media to Teach Speaking Skill in Eight Grade of Junior High School

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Abstract

This research focuses on developing engaging learning media to teach speaking skills to eighth-grade students at MTs Durriyyatina. Traditional English teaching methods often fail to engage students and encourage active speaking, resulting in limited progress. To address this issue, the study introduces the Taboo game as a language learning tool. The game helps with vocabulary mastery, boosts speaking confidence, and encourages active participation. An R&D approach, including a trial with 24 students, was used to assess the effectiveness of the game. Results showed that the Taboo game significantly improved learning, with a questionnaire score of 89.3%, categorized as very valid. The evaluation indicated that the game is a highly effective teaching medium. This research demonstrates that interactive games like Taboo can enhance students' speaking skills and create a more engaging learning environment. This approach is in line with modern education trends that emphasize interactive, student-centered learning. In conclusion, the Taboo game is an effective solution for teaching speaking skills and increasing student motivation.

Keywords: Learning Media; Taboo Game; Speaking Skill

INTRODUCTION

Language is a very important human lingual communication tools. As social creatures, humans need language to be able to interact and communicate with other humans, one of which is English as an international language. The importance of English as a global language lies in the fact that most of the world's communication is conducted in this language (Rao, 2019). English is a very important language in education and throughout the world, because English is an international language that can help communicate with other people and also increase knowledge and insight internationally. According to Putra, (2020) The significance of learning english today is undeniable, as it is widely spoken across the globe. English serves not only as a means of communication but also facilitates our adaptation to different environments and enhances our ability to work effectively in the present and future.

One significant challenge in english language learning is the effective expansion of students speaking skill. Despite the importance of english, many students struggle to speak and use new words effectively. English learning in junior high school still faces challenges in improving students speaking ability. Despite the many learning methods used, some students still find it difficult to convey their ideas fluently using english. The ability to speak is one of the important language skills for junior high school students. This skill not only helps students in everyday communication but also prepares them to face academic and social challenges in the future. However, many students experience difficulties in speaking english, which can be caused by various factors. According to Jaelani et al., (2017) explain that most students have difficulty in speaking due to a lack of confidence and skills, such as pronunciation, vocabulary and grammar. Lack of confidence often prevents them from practicing, while basic skills such as

pronunciation, vocabulary and grammar are essential for effective communication. Therefore, a supportive approach and positive learning environment can help students overcome these barriers, allowing them to be more confident and competent in speaking. In addition, it is important to provide exercises that focus on developing these skills so that students feel more prepared. In grade eight, students often feel awkward and lack confidence when speaking. This is due to the lack of fun and interactive exercises.

One of the main problems faced in MTs Durriyyatina students is the lack of use of interesting learning media. Many students feel bored with monotonous learning methods, so they lose their motivation to learn. In addition, the lack of interaction and speaking practice in a real context makes it difficult for students to develop their speaking skills. Traditional teaching methods that focus on mastering grammar and vocabulary alone are not enough to improve students speaking skills. According to Dalimunthe & Haryadi, (2022) students english speaking ability can be enhanced by considering their perceptions of learning media and improving vocabulary mastery. The researcher also noted that enhancing vocabulary is challenging, so both teachers and students should seek effective methods to develop it, ultimately leading to more successful speaking lessons. Lack of self-confidence, lack of vocabulary, lack of grammar knowledge and also less attractive learning media are the main factors of weak communication skills, so that students cannot master communication skills well. Many students perceive conventional teaching methods as monotonous, leading to apathy towards speaking mastery. According to Pizarro, (2020) Several studies have indicated that in addressing this issue, gamification presents itself as a method that is engaging, didactic, and structured. This approach is not only expected to enhance motivation but also to yield significant learning outcomes. This lack of engagement necessitates a rethinking of teaching strategies to motivate students. The challenge lies in finding ways to make learning speaking effective and fun. Therefore, innovative approaches are essential to capture students' interest and enhance their learning experience.

One effective way to improve this situation is through the use of educational game media such as Taboo game. This game has been proven to significantly improve students' critical thinking skills and verbal expression skills. According to Fitriana, (2022) The Taboo game can significantly enhance students' speaking skills. Additionally, it aids students in developing their ideas during the speaking process, allowing for deeper exploration and reflection. So the existence of interesting media to improve speaking skills can motivate as well as create learning activities that are enjoyable and innovative, so that students can learn comfortably. The use of games in educational settings has gained attention as a method to enhance student engagement and learning outcomes. The Taboo game, a word-guessing game, has been explored in various studies as an effective tool for improving students speaking skills, particularly in junior high school settings. Research indicates that traditional methods of teaching english often fail to engage students effectively, leading to low motivation and poor language retention. The Taboo game, which requires players to describe a word without using certain "Taboo" words, encourages active participation and critical thinking. This interactive approach can significantly enhance students' vocabulary and speaking skills.

A study conducted at SMP Ma'arif 1 Metro demonstrated that the use of the Taboo game has a positive and significant impact on students' speaking skills. The Taboo game not only improves speaking skills but also facilitates deeper idea development among students (Fitriana, 2022). Implementing the Taboo game has been shown to create a fun learning environment, which increases student motivation and participation. Students reported feeling more enthusiastic and confident in their speaking abilities after engaging with the game (Sarmila, 2022). The studies typically employed a quasi-experimental design, utilizing pre-tests and post-tests to measure improvements in speaking skills. The game significantly increased student engagement and motivation, making the learning process more enjoyable, as evidenced by students' enthusiasm and active participation during gameplay (Siregar & Fithriani, 2023). According to Nastiti &

Veniranda, (2021) while the Taboo game improved students' vocabulary skills, it also enhanced their engagement and motivation to learn English, making it an effective and enjoyable educational tool. The interactive nature of the game encourages students to be more active participants in their learning, allowing them to master material quickly.

In another study by Vasta et al., (2023) the researchers examined the effect of the Tabu word game strategy on vocabulary skills among 60 Informatics Engineering students at the University of Main Potential during the 2019-2020 academic year. The results showed that the Taboo word game strategy significantly improved vocabulary skills. The development of the Taboo game as a learning medium presents a promising avenue for enhancing speaking skills among eighth-grade students in junior high school. Its ability to promote self-confidence, grammar comprehension, and vocabulary acquisition makes it an effective alternative to conventional teaching methods.

The research mentioned in the paragraph focuses more on the impact of using the Taboo game on students speaking skills in general, as well as on increasing students engagement and motivation, including vocabulary development. Meanwhile, my research focuses on the development of the Taboo game as a learning medium for eighth-grade students speaking skills at Mts Durriyyatina. This research emphasizes how the game is designed and implemented effectively in the context of speaking learning. The research design in these studies mostly uses a quasi-experimental approach with pre-tests and post-tests to measure changes in speaking ability and vocabulary, while my research is more focused on developing a game model as a learning medium and examining its impact on students speaking ability.

The main issue addressed in this research is the challenge of enhancing speaking skills among eighth-grade MTs Durriyyatina students. Many students struggle with effectively expressing their ideas and engaging in conversations, often due to a lack of interactive and engaging learning methods. Traditional teaching methods may not sufficiently motivate students or provide the necessary practice opportunities for speaking. To address this problem, the research focuses on The Development of Taboo Game as Learning Media to Teach Speaking Skill in Eight Grade of Junior High School in MTs Durriyatina. The study aims to investigate whether this game can improve students speaking skills by making the learning process more interactive and enjoyable. The research will explore how the use of the Taboo game can facilitate vocabulary acquisition, boost confidence in speaking, and encourage students to participate actively in classroom discussions.

METHOD

Research and development is a research approach used to create a specific product and test the extent to which the product is effective (Sugiyono, 2013)**.** The development model in this study uses the development model by Borg & Gall. This development model consist of 10 steps, namely: data search and collection, planning, product design development, preliminary field testing, main product revision, main field test, operational product revision, operational field testing, final product revision, and dissemination and implementation (Assyauqi, 2020). In this study, the researcher has limited the research to six stages of the development procedure. The selection of six steps from Borg and Gall's theory in educational product development research can be justified by the principles of efficiency, practicality, optimal use of resources, and iterative testing that support rapid product development relevant to real needs. These steps are sufficient to produce an effective product, without adding complexity or prolonging the process unnecessarily.
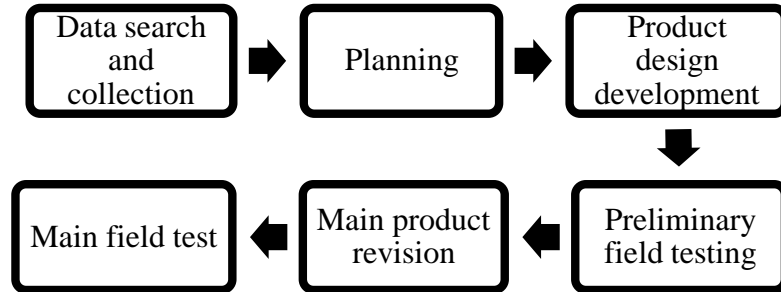
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┌──────────────┐     ┌──────────┐     ┌──────────────┐
│ Data search  │ ──▶ │ Planning │ ──▶ │   Product    │
│     and      │     │          │     │    design    │
│  collection  │     │          │     │ development  │
└──────────────┘     └──────────┘     └──────────────┘
                                              │
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┌──────────────┐     ┌──────────────┐     ┌──────────────┐
│ Main field   │ ◀── │ Main product │ ◀── │ Preliminary  │
│    test      │     │   revision   │     │ field testing│
└──────────────┘     └──────────────┘     └──────────────┘
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Figure 1. Borg & Gall development procedure chart

The selection of this development procedure because the borg & gall model is one of the tested R&D models and has clear stages, starting from needs analysis, planning, development, to evaluation. this systematic approach allows me to produce products that are effective and relevant to user needs (for example, in the context of learning media for students).

The population and sempel in this study were Class VIII MTs Durriyyatina, which consisted of 24 student. The selection of objects was conducted using purposive sampling technique (judgmental sampling). This technique was utilized bacause the research object, specifically the class had needs aligned with the research objectives. Accorting to Sugiyono, (2013), purposive sampling is applied when researcher select samples based on specific considerations deemed relevant and significant for the research objectives being pursued. The data collection technique in this study was unstructured interviews were conducted to find out the problems of teachers and students, validation questionnaires, this questionnaire was used to collect data about the feasibility of the material by education experts and evaluation of learning. Besides that the questionnaire was also used to determine the level of practicality of the learning model.

The data analysis method used involves both qualitative and quantitative approaches. The results of the reviewer assessments are presented in the form of product quality categories, which are coded using a quantitative scale based on the Likert scale. The response options in this scale include strongly disagree, disagree, agree, and strongly agree, making it easier for respondents to answer. The qualitative data collected is then converted according to the predefined score weights, which range from 1 to 4. The obtained data can then be calculated using the formula provided.

$$\sum = \frac{X}{N} \times 100\%$$

Note:
$\sum$ = Percentage result
X = Total Score Obtained
N = Maximum Score

Table 1. Product validity criteria

No	Percentage %	Validity Category
1.	85%-100%	Very valid
2.	70%-84%	Valid
3.	55%-69%	Less valid
4.	40%-54%	invalid

(Arikunto, 2010)

RESULTS AND DISCUSSION

Results

This study is an R&D project designed to develop a Taboo game as a teaching tool for improving speaking skills among 8th-grade students at MTs Durriyyatina. The purpose of this development is to create a learning media that enhances students' interest in learning speaking skills, enabling them to learn in an engaging and enjoyable way through play. In addition to the learning model, this research also produces a product in the form of Taboo game learning media, specifically cards. Each card features a word that players must guess and describe, but the word itself cannot be mentioned, making it "taboo." The cards are printed using Nothin' But Paper. This Taboo game learning model serves as an effective medium for teaching speaking skills. The images of the media are shown below.

Figure 2. Image Media

After the product development was carried out, the researcher practiced the results of the product to the 8th grade students of MTs Durriyyatina. The following is a table of student questionnaire results.

Table 2. Trial Learning Model

RESPONDENT	NO BUTIR										TOTAL SCORE
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	
A1	4	4	3	3	3	3	4	4	3	3	34
A2	4	3	3	3	3	2	3	2	3	3	29
A3	4	3	3	4	4	4	4	4	4	3	37
A4	4	4	4	3	3	3	3	3	4	3	34
A5	3	3	3	3	4	4	4	3	3	3	33
A6	3	3	3	3	4	4	4	3	3	3	33
A7	4	4	4	4	4	4	4	4	4	4	40
A8	4	4	4	4	4	4	4	3	4	4	39
A9	4	3	4	4	3	4	4	3	3	3	35
A10	4	3	3	3	3	4	4	3	4	4	35
A11	4	4	3	3	4	4	3	4	4	3	36
A12	3	3	3	4	3	4	3	3	3	3	32
A13	4	4	3	3	3	4	4	3	4	4	36

A14	4	4	4	3	4	3	3	4	4	3	36
A15	4	4	3	3	3	3	4	3	3	3	33
A16	3	3	3	3	3	4	4	3	4	4	34
A17	4	3	3	3	3	4	4	3	4	4	35
A18	4	3	3	3	3	4	4	2	2	4	32
A19	4	4	4	4	4	4	4	4	4	4	40
A20	4	4	4	4	4	4	4	4	4	4	40
A21	4	4	4	4	4	4	4	4	4	4	40
A22	4	4	4	4	4	4	4	4	4	4	40
A23	4	4	3	3	3	3	4	3	4	4	35
A24	4	4	4	4	4	4	4	3	4	4	39
TOTAL SCORE	857										
TOTAL MAXIMAL SCORE	960										
PRESENTASE	89,3%										

The questionnaire results showed that 89.3% of students were interested in the learning model developed by the researcher. Product validation of the development model as a whole includes 4 aspects, namely aspects of instrument validity, media, material, and student responses. The overall validation results can be seen as follows.

Table 3. Result of accumulated validation

No	Aspect	Percentage	Category
1.	Instrument validity	100%	Verry valid
2.	Media validity	87,5%	Verry valid
3.	Material validity	80%	Valid
4.	Student's Respond	89,3%	Verry valid

From table 2, the analysis of the questionnaire responses from the 24 students in Class VIII of MTs Durriyyatina yielded a total score of 857 out of a possible maximum of 960. This results in a percentage of 89.3%, categorizing the product as "Very Valid" according Arikunto, (2010), to the validity criteria established. From table 3, it can be seen that the assessment of the validity aspect of the instrument with a percentage value of 100% is included in the very valid category. Assessment of the media aspect with a percentage value of 87.5% is included in the very valid category. assessment of the material aspect with a percentage value of 80% is included in the valid category. While the assessment of the student response aspect of 89.3% is included in the very valid category. Overall, these assessment results highlight the effectiveness of the Taboo game learning media in supporting speaking skills among students. Continuous monitoring and refinement of the material can further enhance its educational impact.

Discussion

Methods of teaching English often do not engage enough students in sufficient active speaking practice, which leads to common low motivation and limited improvement, as noted by studies (Kristiani & Pradnyadewi, 2021). Speaking skills are very important for students, because they help them express their thoughts clearly and build confidence in real-life conversations. Conventional English teaching methods, such as memorization or passive learning, often lack

real interaction or speaking practice. Without engaging exercises that encourage active speaking, students may struggle to feel motivated or see significant progress. This research, however, shows the Taboo game is an effective, engaging, as well as interactive learning tool. The game's structure greatly encourages both active participation and important thinking, since it pushes all students to describe and guess many words, all while carefully avoiding certain "Taboo" terms. Students are motivated by this method, which also greatly improves their vocabulary and speaking skills (Sarmila, 2022). When fully developed, interactive learning tools align very well with the need to address all the challenges students face, like a lack of confidence and vocabulary deficiencies. Taboo is a solid solution within this setup; it creates a less intimidating and enjoyable environment where students can practice speaking. One of the key findings of this study is the positive impact of the Taboo game on students' speaking confidence and their ability to express ideas more freely. Accoding to Fitriana, (2022), integrating games into the learning process has been shown to improve vocabulary acquisition and speaking skills by encouraging student engagement and interaction. The Taboo game, in particular, has demonstrated its ability to enhance not only vocabulary but also fluency in speaking through repeated practice in a supportive setting. In the case of MTs Durriyyatina, the application of this game proved to be a highly effective medium, with the students expressing increased enthusiasm and confidence in their speaking abilities. This suggests that incorporating gamification in education, as recommended by Putu Wulantari et al., (2023), could address the shortcomings of traditional teaching methods and improve students' oral communication skills. Furthermore, the development of the Taboo game as a learning tool is in line with modern educational trends that emphasize student-centered and interactive learning approaches. According to HASHEMİ, (2021), enhancing vocabulary mastery through games not only fosters language acquisition but also creates a more stimulating classroom environment. The results of this study, with a validity score of 89.3% from the student responses, further confirm the effectiveness of the Taboo game in achieving these educational goals. These findings highlight the importance of innovative and enjoyable learning media that align with students' needs, as the game was well-received and deemed effective (Lestari et al., 2024). Taboo game into the curriculum can serve as an innovative and effective strategy for enhancing students' language proficiency and overall academic performance in English.

CONCLUSION

This research concludes that the Taboo game is an effective and engaging tool to teach speaking skills among eighth-grade students at MTs Durriyyatina. The game promotes active participation, vocabulary development, and boosts students' confidence, demonstrating the effectiveness of gamification in language learning. With positive student feedback and a high validity score of 89.3%, the study confirms that educational games like Taboo can enhance speaking abilities and create a dynamic, supportive learning environment. Overall, incorporating interactive methods like the Taboo game into the curriculum addresses common learning challenges and fosters both enthusiasm and fluency in language acquisition.

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