

Game-Based Learning Material to Enhance Students' Speaking Skills and Performance

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Abstract—This study aimed to determine the effectiveness of the utilization of Game-Based Learning (GBL) materials in enhancing the speaking skills and performance of students in a Computer College during School Year 2025–2026. Specifically, the study assessed the level of Game-Based Learning in terms of components such as objectives, topic, activity, and assessment, as well as features including design, accuracy, usability, and appropriateness. It also evaluated students' speaking skills in terms of communication skills, confidence in speaking, engagement, and interaction, and measured students' performance through oral and written tests. Furthermore, the study determined whether there was a significant relationship between Game-Based Learning materials and students' speaking skills and performance. The study employed a quantitative approach using correlational research design. Seventy (70) Senior High School students were selected through random sampling. Data were gathered using a validated survey questionnaire, researcher-made speaking rubrics, and a written test. Statistical tools such as weighted mean, standard deviation, and regression analysis were utilized to analyze the collected data. Findings revealed that the level of Game-Based Learning materials rates Very High in terms of both components and features. Similarly, students' speaking skills rate Very High, indicating strong communication skills, confidence, engagement, and interaction during speaking activities. However, students' performance in both oral and written tests was interpreted as Satisfactory. Moreover, the results of the regression analysis showed that Game-Based Learning materials did not have a statistically significant relationship with students' performance, indicating that the instructional components did not significantly predict academic outcomes. The students may continue actively participating in Game-Based Learning speaking activities and additional engaging exercises to enhance communication confidence and oral participation, while schools may support the implementation of technology-assisted and game-based instructional materials through accessible resources and engaging classroom environments; teachers may integrate GBL with guided practice, differentiated instruction, and assessments to encourage participation and speaking development, administrators may provide professional development and instructional support to ensure curriculum-aligned implementation of innovative teaching strategies, and future researchers may further examine variables affecting speaking performance.

Keywords— Game-based learning, speaking skills, oral communication, speaking performance, interactive learning.

I. INTRODUCTION

Speaking was one of the basic language skills that had to be mastered by learners of the second language. Improving students' speaking abilities had become essential to language acquisition in the ever-changing educational landscape. Effective communication requires speaking fluently and

accurately, however many students find it difficult to speak confidently and fluently when completing oral tasks. Since these issues were frequently not adequately addressed by traditional teaching approaches, educators were being forced to look for creative ways to help students become better speakers.

Game-Based Learning (GBL) was one such strategy that was becoming more and more popular. GBL used the interactive and entertaining aspects of games to enhance learning objectives. The application of games in education can foster notable improvements in both learning and education outcomes (Kula, 2021). Game-based learning (GBL) has rapidly developed in today's education. GBL was considered effective because of its affordance on digital social interaction (Zhao et al., 2021), an improvement in students' efficacy (Lacka et al., 2021), and acceleration of various English skills (Amorim et al., 2022; Zhonggen, 2018).

Teachers had increasingly recognized that traditional teaching strategies were often ineffective in encouraging students to participate actively and speak with confidence. Conventional methods usually create passive learning environments where students may hesitate to express themselves because of fear of making mistakes, lack of interest, shyness, poor language skills, lack of preparation, communication anxiety, past negative experiences, or different learning styles.

Game-Based Learning offered a more engaging approach by integrating play into the learning process. Through carefully designed game-based activities, students can practice speaking in a less stressful and more supportive environment while improving their English communication skills. This study aimed to explore the potential of GBL in enhancing students' speaking skills and to provide useful insights for more innovative and effective language teaching practices.

1.1 Statement of the Problem

Problem/s which were addressed by the research

The study aimed to determine the relationship between Utilization of Game-Based Learning and Student's Speaking Skills and Performance.

Specifically, it sought answers to the following questions:

1. What is the level of the Game-Based Learning (GBL) material in Speaking in terms of Components with regards to:
 - 1.1 Objectives;
 - 1.2 Topic;
 - 1.3 Activity; and

- 1.4 Assessment?
2. What is the level of the Game-Based Learning (GBL) in Speaking in terms of Features with regards to:
 - 2.1 Design;
 - 2.2 Accuracy;
 - 2.3 Usability; and
 - 2.4 Appropriateness?
3. What is the level of students' speaking skills in terms of:
 - 3.1 Communication Skills;
 - 3.2 Confidence in Speaking;
 - 3.3 Engagement; and
 - 3.4 Interaction?
4. What is the level of students' performance in terms of:
 - 4.1 Grades in Oral Test; and
 - 4.2 Grades in Written Test?
5. Is there a significant relationship of Game-Based Learning in Speaking on the Students' Speaking Skills?
6. Is there a significant relationship of Game-Based Learning in Speaking on the Students' Performance?

II. METHODOLOGY

The study employed a quantitative approach using correlational research design. Seventy (70) Senior High School students were selected through random sampling. Data were gathered using a validated survey questionnaire, researcher-made speaking rubrics, and a written test. Statistical tools such as weighted mean, standard deviation, and regression analysis were utilized to analyze the collected data.

III. RESULTS AND DISCUSSION

This chapter dealt with the presentation, analysis, and interpretation of data. It presented the data gathered about the Game-Based Learning Material to Enhance Student's Speaking Skills and Performance.

Level of Game-Based Learning (GBL) Material in Speaking in terms of Components

In this study, the level of Game-Based Learning Material in Speaking in terms of Components referred to Objectives, Topic, Activity, and Assessment.

The level of Game-Based Learning Material in Speaking in terms of Components was shown in the following table, which presented the statement, Mean, Standard Deviation, remarks, and verbal interpretation from the perspectives of respondents. The level of Game-Based Learning Material in Speaking in terms of Components with regards to Objectives that the highest rated statement among the objectives was the material's ability to "clearly explain the lesson focus before it starts" which generated a (M=4.87, SD=0.40), interpreted as Strongly Agree. This was followed closely by the objective to "clearly define the purpose of each game used in class" with a (M=4.80, SD=0.47).

Furthermore, the statements that "effectively guide me on the speaking skills I need to develop" (M=4.77, SD=0.642), "accurately reflect the lesson goals through each game" (M=4.70, SD = 0.49), and "properly align with our English-speaking lessons" (M= 4.64, SD = 0.66), all received Strongly

Agree remarks. The low standard deviation across all statements suggested a high level of consensus among the students as the respondents.

Table 1 showed the level of Game-Based Learning Material in Speaking in terms of Components with regards to Objectives.

Table 1. Level of Game-Based Learning Material (GBL) in Speaking in terms of Components with regards to Objectives

Statements	Mean	SD	Remarks
The objectives of the Game-Based Learning Material...			
...clearly explains the lesson focus before it starts.	4.87	0.40	Strongly Agree
...effectively guides me on the speaking skills I need to develop.	4.77	0.42	Strongly Agree
...properly aligns with our English-speaking lessons.	4.64	0.66	Strongly Agree
...clearly defines the purpose of each game used in class.	4.80	0.47	Strongly Agree
...accurately reflects the lesson goals through each game.	4.70	0.49	Strongly Agree
Weighted Mean	4.75		
SD	0.48		
Verbal Interpretation			Very High

The level of Game-Based Learning Material in Speaking in terms of components with regards to Objectives attained a weighted mean score of 4.75 and a standard deviation of 0.48 and was verbally interpreted as Very High among the respondents.

Table 2 presented that Game-Based Learning Material in Speaking in terms of Components with regards to Topic that the highest-rated statement was the Topics used in the games were "motivating for active participation in speaking activities, encouraging me to take part confidently in classroom discussions and games", which achieved a (M=4.70, SD = 0.46). This was closely followed by the statement "The topics used in the games are appropriate for my age and level, ensuring that the topics match my language ability and maturity", with a (M= 4.69, SD = 0.50) and topics were "interesting and engaging, capturing my attention and sustaining my interest throughout the speaking activities" (M=4.63, SD = 0.49). These scores indicated that the topics used in the GBL materials were highly motivating, age-appropriate, and engaging, which encouraged students to be active and confident in speaking activities while sustaining their interest. Other statements also received strong support, with "helpful in expressing my ideas easily in English, enabling me to communicate my thoughts with greater confidence and clarity" earning a (M= 4.54, SD=0.58) and the content "relevant to my everyday experiences, allowing me to easily relate the game content to real-life situations" receiving a (M=4.29, SD=0.84). All statements were met with a remark of Strongly Agree.

Table 2 showed the level of Game-Based Learning Material in Speaking in terms of Components with regards to Topic.

The level of Game-Based Learning Material in terms of Components with regards to topic attained a weighted mean

score of 4.57 and a standard deviation of 0.57 and verbally interpreted as Highly Accepted among the respondents.

Table 2. Level of Game-Based Learning (GBL) Material in Speaking in terms of Components with regards to Topic

Statements	Mean	SD	Remarks
The topics used in the games are...			
...interesting and engaging, capturing my attention and sustaining my interest throughout the speaking activities.	4.63	0.49	Strongly Agree
...relevant to my everyday experiences, allowing me to easily relate the game content to real-life situations.	4.29	0.84	Strongly Agree
...helpful in expressing my ideas easily in English, enabling me to communicate my thoughts with greater confidence and clarity.	4.54	0.58	Strongly Agree
...appropriate for my age and level, ensuring that the topics match my language ability and maturity.	4.69	0.50	Strongly Agree
...motivating for active participation in speaking activities, encouraging me to take part confidently in classroom discussions and games.	4.70	0.46	Strongly Agree
Weighted Mean	4.57		
SD	0.57		
Verbal Interpretation	Very High		

The overall interpretation suggested that the use of relevant, engaging, and appropriate topics played a vital role in improving students' speaking participation, confidence, and communicative competence. The findings further indicated that learners were more motivated to actively participate in speaking activities when the topics were connected to their experiences and language level. Moreover, the high level of acceptance reflected that the game-based learning material effectively supports meaningful interaction and enhances students' interest in developing their English-speaking skills.

Table 3 presented that the Game-Based Learning Material in Speaking in terms of Components with regards to Activity that the highest-rated statement indicates that the activities "provide sufficient opportunities for me to practice speaking English in different situations, allowing me to improve my pronunciation, vocabulary, and overall communication skills through repeated practice," garnering a (M=4.64, SD=0.48) with a remark of Strongly Agree.

This suggested that the material successfully provided learners with ample opportunities to practice speaking English in various situations, thereby enhancing their pronunciation, vocabulary, and overall communication skills. The activities also encouraged students to participate actively and interact confidently with their classmates during speaking tasks. Moreover, the engaging and collaborative nature of the games helped create a positive learning environment that reduced anxiety and increased students' motivation to communicate in English.

As a result, learners became more confident in expressing their ideas and opinions during classroom discussions and activities. Furthermore, the statement "allow me to interact, communicate, and collaborate with my classmates during speaking activities, which helped me learn from others while practicing my own speaking skills in a supportive environment", (M=4.61, SD=0.60), "make speaking tasks

more enjoyable and engaging by turning learning into a fun and interactive experience, which increases my motivation to participate actively in class", (M= 4.59, SD=0.52), and "encourage me to actively engage and speak more often during class discussions and exercises, helping me become more confident in expressing my thoughts in English", (M= 4.54, SD=0.50). The statement "help me feel more confident and less anxious when speaking English, as they create a safe and encouraging environment that reduces my fear of making mistakes", also received a (M=4.36, SD=0.72). All statements were met with a remark of Strongly Agree.

Table 3 showed the level of Game-Based Learning Material in Speaking in terms of Components with regards to Activity.

Table 3. Level of Game-Based Learning (GBL) Material in Speaking in terms of Components with regards to Activity

Statements	Mean	SD	Remarks
The activities in the Game-Based learning...			
...encourage me to actively engage and speak more often during class discussions and exercises, helping me become more confident in expressing my thoughts in English.	4.54	0.50	Strongly Agree
...provide sufficient opportunities for me to practice speaking English in different situations, allowing me to improve my pronunciation, vocabulary, and overall communication skills through repeated practice.	4.64	0.48	Strongly Agree
...make speaking tasks more enjoyable and engaging by turning learning into a fun and interactive experience, which increases my motivation to participate actively in class.	4.59	0.52	Strongly Agree
...allow me to interact, communicate, and collaborate with my classmates during speaking activities, which helps me learn from others while practicing my own speaking skills in a supportive environment.	4.61	0.60	Strongly Agree
...help me feel more confident and less anxious when speaking English, as they create a safe and encouraging environment that reduces my fear of making mistakes.	4.36	0.72	Strongly Agree
Weighted Mean	4.55		
SD	0.55		
Verbal Interpretation	Very High		

The level of Game-Based Learning Material in Speaking in terms of components with regards to Activity attained a weighted mean score of 4.55 and a standard deviation of 0.55 and verbally interpreted as Very High among the respondents.

The overall findings suggested that the game-based learning activities were highly effective in enhancing students' speaking skills through meaningful practice, interaction, and active participation. This indicated that the activities were perceived as highly relevant, interactive, and beneficial to the students' language development and social interaction skills.

Table 4 presented that Game-Based Learning Material in Speaking in terms of Components with regards to Assessment that the highest-rated statement was the Game-Based Learning Speaking Assessment clearly "reflects my actual speaking ability by capturing my performance in various speaking tasks, giving me a realistic understanding of my strengths and areas that need improvement" which achieved a (M=4.64, SD = 0.54). This was closely followed by "helps me recognize my

speaking strengths and weaknesses, allowing me to focus on improving specific skills while reinforcing the areas where I perform well" with a (M= 4.63, SD = 0.54), "evaluates my speaking performance by measuring how well I communicate, pronounce words, and express my ideas in English during classroom activities and tasks" at (M=4.61, SD = 0.55). The statements "explains the criteria and standards used to grade my speaking performance, making it easy for me to understand how my answers are evaluated and what is expected of me" earning a (M= 4.57, SD=0.50) and the content "provides well and constructive feedback on my speaking performance, which helps me identify areas for improvement and guides me in developing my communication skills more effectively" receiving a (M=4.50, SD=0.58). All statements were met with a remark of Strongly Agree.

Table 4 showed the level of Game-Based Learning Materials in Speaking in terms of Components with regards to Assessment.

Table 4. Level of Game-Based Learning (GBL) Material in Speaking in terms of Components with regards to Assessment

Statements	Mean	SD	Remarks
Game-Based Learning Speaking Assessment clearly...			
...evaluates my speaking performance by measuring how well I communicate, pronounce words, and express my ideas in English during classroom activities and tasks.	4.61	0.55	Strongly Agree
...explains the criteria and standards used to grade my speaking performance, making it easy for me to understand how my answers are evaluated and what is expected of me.	4.57	0.50	Strongly Agree
...provides well and constructive feedback on my speaking performance, which helps me identify areas for improvement and guides me in developing my communication skills more effectively.	4.50	0.58	Strongly Agree
...reflects my actual speaking ability by capturing my performance in various speaking tasks, giving me a realistic understanding of my strengths and areas that need improvement.	4.64	0.54	Strongly Agree
...helps me recognize my speaking strengths and weaknesses, allowing me to focus on improving specific skills while reinforcing the areas where I perform well.	4.63	0.54	Strongly Agree
Weighted Mean	4.59		
SD	0.52		
Verbal Interpretation			Very High

The level of Game-Based Learning Material in Speaking in terms of Components with regard to assessment attained a weighted mean score of 4.59 and a standard deviation of 0.52 and verbally interpreted as Very High among the respondents.

The overall interpretation suggested that the Game-Based Learning Material in Speaking, in terms of assessment, was highly effective and well-accepted by the respondents. The Very High rating indicated that the assessment components were perceived as clear, appropriate, and supportive of students' learning progress in speaking activities. This further implied that the assessment strategies used in the material effectively measure students' speaking skills while promoting engagement and continuous improvement.

Level of Game-Based Learning (GBL) Material in Speaking in terms of Features

In this study, the level of Game-Based Learning (GBL) in Speaking in terms of Features referred to Design, Accuracy, Usability, and Appropriateness.

The level of Game-Based Learning material was revealed in the following table, which presented the statement, Mean, Standard Deviation, remarks, and verbal interpretation from the perspectives of the respondents.

The level of Game-Based Learning material Material in terms of Features with regards to Design that the highest rated statement among the assessment was the material's Design "purposefully structured, helping me focus on the lesson by presenting information and tasks in a clear and organized manner that supports my understanding and participation " which garnered a (M = 4.73, SD=0.45), interpreted as Strongly Agree. This was followed closely by the statements "visually attractive, featuring appealing colors, images, and layouts that make the activities inviting and enjoyable to participate in" with a (M=4.71, SD=0.46) and "clearly understandable, with simple instructions and rules that allow me to quickly grasp how to play and focus on learning" with a (M=4.71, SD=0.46).

Furthermore, the statements that "visibly clear, presenting information and game elements in a way that is easy to recognize and navigate, making it straightforward to participate in the activities" (M=4.69, SD=0.53), and "immediately engaging, capturing my attention as soon as I start and motivating me to participate actively in the activities" (M= 4.64, SD = 0.51), all received Strongly Agree remarks. The low standard deviation across all statements suggested a high level of consensus among the students as the respondents. This indicates that the game-based learning materials were consistently effective in capturing students' attention and facilitating smooth navigation throughout the activities. Moreover, the clarity and immediate engagement of the materials likely contributed to increased motivation and sustained participation during the learning sessions. It can also be inferred that such well-designed instructional materials positively influenced the overall learning experience, enhancing both enjoyment and active involvement.

Table 5 showed the level of Game-Based Learning Material in Speaking in terms of Features with regards to Design.

The level of Game-Based Learning Material in terms of features with regards to design attained a weighted mean score of 4.70 and a standard deviation of 0.46 and was verbally interpreted as Very High among the respondents.

These results implied that a well-structured, visually clear, and engaging design significantly supported students' participation and comprehension during speaking activities. A thoughtfully designed interface helped learners focus on developing their speaking skills by providing clear instructions, organized content, and interactive elements that minimize distractions and cognitive overload.

An effective design promotes an organized and enjoyable learning environment where students can easily follow instructions, complete speaking tasks confidently, and

participate actively. In the present study, the high rating of the design feature indicated that students found the Game-Based Learning materials visually appealing and easy to navigate, suggesting that a well-planned design increases engagement and supports the development of speaking skills despite the absence of a significant effect on academic performance.

Table 5. Level of Game-Based Learning (GBL) Material in Speaking in terms of Features with regards to Design

Statements	Mean	SD	Remarks
The design of the games is...			
...visually attractive, featuring appealing colors, images, and layouts that make the activities inviting and enjoyable to participate in.	4.71	0.46	Strongly Agree
...clearly understandable, with simple instructions and rules that allow me to quickly grasp how to play and focus on learning.	4.71	0.46	Strongly Agree
...immediately engaging, capturing my attention as soon as I start and motivating me to participate actively in the activities.	4.64	0.51	Strongly Agree
...visibly clear, presenting information and game elements in a way that is easy to recognize and navigate, making it straightforward to participate in the activities.	4.69	0.53	Strongly Agree
...purposefully structured, helping me focus on the lesson by presenting information and tasks in a clear and organized manner that supports my understanding and participation.	4.73	0.45	Strongly Agree
Weighted Mean	4.70		
SD	0.46		
Verbal Interpretation			Very High

Table 6 presented that the Game-Based Learning Material in terms of Features with regards to Accuracy that the highest-rated statement was the statement "encourages accurate pronunciation and sentence construction during speaking activities," which achieved a (M=4.76, SD = 0.43). This was closely followed "uses grammatically correct language, ensuring that the sentences, words, and structures presented in the activities follow proper English grammar rules" with a (M= 4.74, SD = 0.44) and "applies language that is correct and suitable for learning, presenting words, phrases, and expressions that are appropriate for my level and helpful for improving my skills" at (M=4.73, SD = 0.48).

These scores indicated that the game-based learning material effectively promoted accurate language use and communication skills during speaking activities., and the use of grammatically appropriate expressions during speaking activities. Further, other statements also received strong support, "provides precise and easy-to-understand instructions, allowing me to follow each activity without confusion or mistakes," earning a (M= 4.66, SD=0.51) and the content, "aligns effectively with our English lessons, making sure that the language, tasks, and content in the games match what we are learning in class," receiving a (M=4.60, SD=0.65). All statements were met with a remark of Strongly Agree.

Table 6 showed the level of Game-Based Learning Material in Speaking in terms of Features with regards to Accuracy.

The level of Game-Based Learning Material in terms of Features with regards to Accuracy attained a weighted mean

score of 4.70 and a standard deviation of 0.48 and verbally interpreted as Very High among the respondents.

Table 6. Level of Game-Based Learning (GBL) Material in Speaking in terms of Features with regards to Accuracy

Statements	Mean	SD	Remarks
Game-Based Learning ...			
...uses grammatically correct language, ensuring that the sentences, words, and structures presented in the activities follow proper English grammar rules.	4.74	0.44	Strongly Agree
...provides precise and easy-to-understand instructions, allowing me to follow each activity without confusion or mistakes.	4.66	0.51	Strongly Agree
...aligns effectively with our English lessons, making sure that the language, tasks, and content in the games match what we are learning in class.	4.60	0.65	Strongly Agree
...applies language that is correct and suitable for learning, presenting words, phrases, and expressions that are appropriate for my level and helpful for improving my skills.	4.73	0.48	Strongly Agree
...encourages accurate pronunciation and sentence construction during speaking activities.	4.76	0.43	Strongly Agree
Weighted Mean	4.70		
SD	0.48		
Verbal Interpretation			Very High

Table 7 presented that the Game-Based Learning Material in terms of Features with regards to Usability that the highest-rated indicator in this set was the statement "clarifies what to do in each game, helping me understand instructions and complete tasks confidently," which achieved a (M=4.69, SD = 0.63). This was closely followed "allows me to easily use and navigate the games, making it simple to participate in all activities," with a (M= 4.67, SD = 0.47) and "provides rules that are easy to follow, so I understand what is expected and can complete tasks correctly," at (M=4.63, SD = 0.59). These results suggested that the game-based learning material was highly user-friendly, enabling students to easily understand instructions, follow game rules, and navigate activities with confidence. The clarity and ease of use of the materials helped learners participate more actively and complete speaking tasks effectively, which supported a smoother and more engaging learning experience. Other indicators also received strong support, including "enables me to take part in the games without difficulty, ensuring smooth and uninterrupted engagement," (M=4.53, SD = 0.61), "requires only a reasonable amount of class time, allowing the activities to fit well within our lessons," (M=4.51, SD = 0.61). All statements were met with Strongly Agree remarks. The data implied that the game-based learning material promotes active participation and student confidence. It was clear and user-friendly design helped learners engage effectively in speaking activities.

Table 7 showed the Level of Game-Based Learning Material in Speaking in terms of Features with regards to Usability.

The level of Game-Based Learning Material in Speakin in terms of Features with regards to Usability attained a weighted mean score of 4.61 and a standard deviation of 0.56 and verbally interpreted as Very High among the respondents.

Table 7. Level of Game-Based Learning (GBL) Material in Speaking in terms of Features with regards to Usability

Statements	Mean	SD	Remarks
Game-Based Learning			
...allows me to easily use and navigate the games, making it simple to participate in all activities.	4.67	0.47	Strongly Agree
...enables me to take part in the games without difficulty, ensuring smooth and uninterrupted engagement.	4.53	0.61	Strongly Agree
...provides rules that are easy to follow, so I understand what is expected and can complete tasks correctly.	4.63	0.59	Strongly Agree
...requires only a reasonable amount of class time, allowing the activities to fit well within our lessons.	4.51	0.61	Strongly Agree
...clarifies what to do in each game, helping me understand instructions and complete tasks confidently.	4.69	0.63	Strongly Agree
Weighted Mean	4.61		
SD	0.56		
Verbal Interpretation	Very High		

Table 8. Level of Game-Based Learning (GBL) in Speaking in terms of Features with regards to Appropriateness

Statements	Mean	SD	Remarks
The games...			
...match my age and English proficiency level, ensuring the activities are suitable and understandable for me.	4.57	0.58	Strongly Agree
...complement our speaking lessons, making sure the content and tasks fit well with what we are learning in class.	4.51	0.63	Strongly Agree
...serve as appropriate activities for classroom use, allowing the teacher to implement them effectively during lessons.	4.63	0.62	Strongly Agree
...support the objectives of the English subject, helping me achieve the intended learning outcomes while participating in the games.	4.59	0.60	Strongly Agree
...promote a friendly and positive atmosphere among students, encouraging cooperation and interaction during activities.	4.73	0.48	Strongly Agree
Weighted Mean	4.61		
SD	0.56		
Verbal Interpretation	Very High		

Overall, this indicated that the usability of game-based learning enhances students' engagement and confidence in speaking tasks by providing clear guidance and smooth participation within class time.

Table 8 presented that the Game-Based Learning Material in terms of Features with regards to Appropriateness that the highest-rated indicator in this set was the statement "promote a friendly and positive atmosphere among students, encouraging cooperation and interaction during activities," which achieved a (M=4.73, SD = 0.48). This was closely followed "serve as appropriate activities for classroom use, allowing the teacher to implement them effectively during lessons," with a (M=4.63, SD = 0.62) and "support the objectives of the English subject, helping me achieve the intended learning outcomes while participating in the games," at (M=4.59, SD = 0.60). These results indicated that the game-based learning material was highly appropriate for classroom instruction, as it promoted cooperation, positive interaction, and effective participation among students. The findings also suggested that the activities were well-aligned with the objectives of the English subject and supported the achievement of intended learning outcomes. Other indicators also received strong support, including "match my age and English proficiency level, ensuring the activities were suitable and understandable for me," (M=4.57, SD = 0.58), and "complement our speaking lessons, making sure the content and tasks fit well with what we are learning in class," (M=4.51, SD = 0.63). All statements were met with Strongly Agree remarks. The data implies that the game-based learning material promoted cooperation and positive interaction among students. It also supported classroom objectives by providing appropriate and effective speaking activities for learners.

Table 8 showed the Level of Game-Based Learning Material in terms of Features with regards to Appropriateness.

The level of Game-Based Learning Material in Speaking in terms of Features with regards to Appropriateness attained a weighted mean score of 4.61 and a standard deviation of 0.56 and verbally interpreted as Very High among the respondents.

Taken together, the appropriateness of game-based learning ensured that activities matched students' proficiency levels and aligned with instructional objectives, fostering an interactive speaking environment.

Level of Students' Speaking Skills

In this study, the level of Students' Speaking Skills in English referred to Communication Skills, Confidence in Speaking, Engagement, and Interaction.

The level of Students' Speaking Skills in English was illustrated in the following table, which summarized the statement, Mean, Standard Deviation, remarks, and verbal interpretation from the perspectives of the respondents.

The highest-rated indicators in this set was the ability to "plan my thoughts before speaking, so I say things in order and make sense," which earned a (M= 4.54, SD=0.63) and "communicate my message clearly when speaking so my classmates and teacher understand me," which achieved (M=4.54, SD=0.53). This was closely followed by the ability to "share my ideas clearly in English so others are able to understand me," (M=4.51, SD = 0.53). These results indicated that the game-based learning material effectively supports students' speaking competence by helping them to organize their thoughts and communicate their ideas clearly in English. The high ratings suggested that learners were able to express themselves in a logical and understandable manner during speaking activities, demonstrating improved clarity and confidence in communication. Moreover, the material encouraged students to think before speaking, which helped them deliver more structured and meaningful responses. It also enhanced their ability to use appropriate language in expressing ideas, making their messages easier for others to understand. As a result, students became more confident and effective communicators during speaking tasks. Furthermore, repeated practice with the game-based materials allowed learners to develop greater fluency and spontaneity in their responses. The interactive nature of the activities promoted peer collaboration, providing opportunities for constructive feedback and mutual learning. In addition, learners reported

increased motivation to participate, which contributed to sustained engagement and continuous improvement in their oral communication skills.

Other indicators also received strong support, including "answer questions and join discussions correctly and appropriately," (M= 4.46, SD=0.63), and "explain my opinions in English, giving reasons for what I think," (M=4.44, SD=0.69). All statements were met with Strongly Agree remarks. The data implied that the game-based learning material serves not only as a speaking aid but also as a support tool that helps students organize their thoughts, express ideas clearly, and communicate confidently and effectively in English during speaking activities.

Table 9 showed the level of Students' Speaking Skills in English in terms of Communication Skills.

Table 9. Level of Students' Speaking Skills in terms of Communication Skills

Statements	Mean	SD	Remarks
Through my participation in the Game-Based Learning I can...			
...share my ideas clearly in English so others are able to understand me.	4.51	0.53	Strongly Agree
...plan my thoughts before speaking, so I say things in order and make sense.	4.54	0.63	Strongly Agree
...answer questions and join discussions correctly and appropriately.	4.46	0.63	Strongly Agree
...explain my opinions in English, giving reasons for what I think.	4.44	0.69	Strongly Agree
...communicate my message clearly when speaking so my classmates and teacher understand me.	4.54	0.53	Strongly Agree
Weighted Mean	4.50		
SD	0.58		
Verbal Interpretation	Very High		

The level of Students' Speaking Skills in English in terms of Communication Skills attained a weighted mean score of 4.50 and a standard deviation of 0.58 and was verbally interpreted as Very High among the respondents.

In summary, participation in Game-Based Learning significantly enhanced students' ability to organize thoughts, communicate messages clearly, and engage confidently in classroom discussions. Turan and Akdag-Cimen (2020) emphasized that learner-centered instructional approaches significantly enhanced students' oral communication skills. Their systematic review indicated that interactive and technology-supported environments foster greater participation and confidence in speaking. When students actively engage in communicative tasks, improvements in fluency and comprehension were observed. This suggested that innovative methods, including game-based learning, positively influenced speaking development.

Table 10 presented the Level of Students' Speaking Skills in terms of Confidence in Speaking that the highest-rated indicator in this set is the statement "Through my participation in the Game-Based Learning I can actively develop and improve my speaking skills through consistent practice in the games," which achieved a (M=4.56, SD = 0.56). This was closely followed "clearly speak louder and more understandably, so my classmates and teacher can easily hear and follow what I am saying," with a (M= 4.53, SD = 0.50)

and "freely use English during activities, participating without hesitation or worry about mistakes," at (M=4.44, SD = 0.58). These results indicated that the game-based learning activities effectively enhance students' confidence in speaking by providing consistent opportunities for practice and active participation. The high ratings suggested that learners were able to speak more clearly, audibly, and freely in English without hesitation, demonstrating increased confidence and reduced fear of making mistakes during speaking activities.

Other indicators also received strong support, including "confidently speak in front of my classmates, expressing my ideas without fear," (M=4.37, SD = 0.73), and "comfortably take part in oral activities, joining discussions and tasks with ease," (M=4.36, SD = 0.59). All statements were met with Strongly Agree remarks.

The data implied that the game-based learning material effectively enhances students' confidence in speaking by providing consistent opportunities for practice and active participation. It also helped learners speak more clearly, audibly, and freely in English without hesitation, showing reduced fear of making mistakes during speaking activities.

Table 10 showed the Level of Students' Speaking Skills in terms of Confidence in Speaking.

Table 10. Level of Students' Speaking Skills in terms of Confidence in Speaking

Statements	Mean	SD	Remarks
Through my participation in the Game-Based Learning I can...			
...confidently speak in front of my classmates, expressing my ideas without fear.	4.37	0.73	Strongly Agree
...freely use English during activities, participating without hesitation or worry about mistakes.	4.44	0.58	Strongly Agree
...comfortably take part in oral activities, joining discussions and tasks with ease.	4.36	0.59	Strongly Agree
...actively develop and improve my speaking skills through consistent practice in the games.	4.56	0.56	Strongly Agree
...clearly speak louder and more understandably, so my classmates and teacher can easily hear and follow what I am saying.	4.53	0.50	Strongly Agree
Weighted Mean	4.45		
SD	0.57		
Verbal Interpretation	Very High		

The Level of Students' Speaking Skills in terms of Confidence in Speaking attained a weighted mean score of 4.45 and a standard deviation of 0.57 and verbally interpreted as Very High Skilled among the respondents.

Table 11 presented the Level of Students' Speaking Skills in terms of Engagement in Speaking that the highest-rated indicator in this set was the statement "attentively stay focused and pay close attention during speaking tasks, which helps me understand the activities better and participate effectively," which achieved a (M=4.69, SD = 0.52). This was closely followed "interestedly show interest in English speaking activities, participating willingly and engaging with my classmates during all tasks," with a (M= 4.60, SD = 0.52). These results indicated that the game-based learning activities effectively promote students' engagement in speaking by keeping them attentive and focused during speaking tasks. The high ratings suggested that learners showed strong interest and

willingness to participate in English speaking activities, actively engaging with their classmates throughout the tasks.

Other indicators also received strong support, including “actively join speaking activities in class, participating in all tasks and contributing my ideas confidently,” (M=4.53, SD = 0.58), “enjoyably speak English when games are used in lessons, feeling motivated and interested in practicing my language skills,” (M=4.53, SD = 0.56) and “motivatedly take part in speaking activities, feeling encouraged to practice my English and improve my communication skills,” (M=4.50, SD = 0.53). All statements were met with Strongly Agree remarks.

The data implied that the game-based learning activities effectively enhanced students’ engagement in speaking by sustaining their focus, interest, and active participation during tasks. It also showed that learners were motivated to interact, contribute ideas, and practice English confidently with their classmates in a supportive and enjoyable learning environment. This increased engagement not only encouraged consistent practice but also promoted deeper understanding and retention of language skills. Furthermore, the interactive nature of the activities encouraged peer collaboration, allowing learners to learn from each other’s responses and strategies. The positive and engaging environment helped reduce anxiety, making students more willing to participate in discussions. In addition, the frequent opportunities for active practice reinforced skill development and improved overall speaking competence among the learners.

Table 11 showed the Level of Students’ Speaking Skills in terms of Engagement in Speaking.

Table 11. Level of students’ speaking skills in terms of Engagement

Statements	Mean	SD	Remarks
Through my participation in the Game-Based Learning I can...			
...actively join speaking activities in class, participating in all tasks and contributing my ideas confidently.	4.53	0.58	Strongly Agree
...enjoyably speak English when games are used in lessons, feeling motivated and interested in practicing my language skills.	4.53	0.56	Strongly Agree
...attentively stay focused and pay close attention during speaking tasks, which helps me understand the activities better and participate effectively.	4.69	0.52	Strongly Agree
...motivatedly take part in speaking activities, feeling encouraged to practice my English and improve my communication skills.	4.50	0.53	Strongly Agree
...interestedly show interest in English speaking activities, participating willingly and engaging with my classmates during all tasks.	4.60	0.52	Strongly Agree
Weighted Mean	4.55		
SD	0.52		
Verbal Interpretation			Very High

The Level of students’ speaking skills in terms of Engagement attained a weighted mean score of 4.55 and a standard deviation of 0.52 and verbally interpreted as Very High among the respondents.

In conclusion, participation in Game-Based Learning significantly enhances students’ focus, motivation, and active

involvement in speaking activities, contributing to improved communication skills and classroom interaction.

Table 12 presented the Level of Students’ Speaking Skills in terms of Interaction in Speaking that the highest-rated indicator in this set is the statement “respectfully respond to others, using polite language and considering their opinions during discussions,” which achieved a (M=4.70, SD = 0.46). This was closely followed “attentively listen when others are speaking, focusing on their ideas and understanding their points,” with a (M= 4.63, SD = 0.52) and “supportively help my classmates during group speaking activities, encouraging participation and collaboration,” at (M=4.61, SD = 0.49). These results indicated that the game-based learning activities effectively enhance students’ interaction skills in speaking by promoting respectful communication, active listening, and collaboration. The high ratings suggested that learners were able to engage positively with their classmates, showing attentiveness and support during group speaking activities. Moreover, the activities encourage students to participate more actively in group discussions and share their ideas confidently. This also reflected the development of teamwork and interpersonal communication skills essential for effective speaking practice.

Other indicators also received strong support, including “cooperatively work well with others during games, supporting teamwork and group participation,” (M=4.56, SD = 0.56), and “actively interact with my classmates during speaking activities, sharing ideas and communicating effectively,” (M=4.44, SD = 0.69). All statements were met with Strongly Agree remarks.

The data implied that the game-based learning activities effectively foster students’ interaction skills in speaking by encouraging respectful communication, active listening, and supportive collaboration among peers. It also suggested that learners were able to work cooperatively and actively engage with their classmates, sharing ideas and participating effectively during speaking activities in a positive learning environment. This also reflected improved confidence and willingness among students to communicate and contribute during group speaking tasks.

Furthermore, the structured interaction within the games allowed students to practice turn-taking, negotiate meaning, and respond appropriately to peers’ contributions. The collaborative nature of the activities promoted peer feedback, enabling learners to refine their speaking strategies and improve clarity. In addition, these interaction-focused exercises helped develop social and communicative competence, which is essential for effective oral communication in both academic and real-life contexts. Such collaborative experiences also fostered stronger teamwork skills and a sense of responsibility toward group success.

Table 12 showed the Level of Students’ Speaking Skills in terms of Interaction.

The Level of students’ speaking skills in terms of Interaction attained a weighted mean score of 4.59 and a standard deviation of 0.53 and verbally interpreted as Very High among the respondents.

Table 12. Level of students' speaking skills in terms of Interaction

Statements	Mean	SD	Remarks
Through my participation in the Game-Based Learning I can...			
...actively interact with my classmates during speaking activities, sharing ideas and communicating effectively.	4.44	0.69	Strongly Agree
...cooperatively work well with others during games, supporting teamwork and group participation.	4.56	0.56	Strongly Agree
...attentively listen when others are speaking, focusing on their ideas and understanding their points.	4.63	0.52	Strongly Agree
...respectfully respond to others, using polite language and considering their opinions during discussions.	4.70	0.46	Strongly Agree
...supportively help my classmates during group speaking activities, encouraging participation and collaboration.	4.61	0.49	Strongly Agree
Weighted Mean	4.59		
SD	0.53		
Verbal Interpretation	Very High		

The participation in Game-Based Learning significantly strengthens students' collaborative communication, attentive listening, and respectful responses, fostering effective peer interaction in speaking tasks.

Level of Students' Performance

In this study, the level of students' performance refers to Grades in Oral Test, and Grades in Written Test.

The following tables showed the statement, mean, standard deviation, remarks and verbal interpretation from the perspectives of respondents.

Table 13 showed the level of students' performance in terms of Grades in Oral Test, with a total population of Seventy respondents, the score "90 - 100" receive the highest frequency of twenty-five (25) or 35.71% of the total population having a descriptive equivalent of Outstanding. And the score "Below 75" with a frequency of nineteen (19) or 27.14% of the total population had the descriptive equivalent of Did not meet Expectation. While the score "75 - 79" received the lowest frequency of four (4) or 5.71% of the total population having a descriptive equivalent of Fairly Satisfactory. The results highlighted a diverse range of performance, with many students performing well while others still required additional support in developing their oral communication skills.

Table 13 showed the Level of students' performance in terms of Grades in Oral Test.

Table 13. Level of Students' Performance in terms of Grades in Oral Test

Grade	Grades in Oral Test		Descriptive Equivalent
	f	%	
90 - 100	25	35.71	Outstanding
85 - 89	6	8.57	Very Satisfactory
80 - 84	16	28.07	Satisfactory
75 - 79	4	5.71	Fairly Satisfactory
Below 75	19	27.14	Did Not Meet Expectation
Total	70	100	
Weighted Mean	82.95		
SD	10.82		
Verbal Interpretation	Satisfactory		

The Level of Students' Performance in terms of Grades in Oral Test shows a total (Weighted Mean = 82.95, SD = 10.82) and (highest score = 100, lowest score = 60.67) showing the level of students' performance in terms of Grades in Oral Test with a descriptive equivalent of Satisfactory.

The findings highlighted both the effectiveness of the instructional approach in promoting high achievement and the need for intervention to ensure more consistent oral performance among all students.

Table 14 showed the level of students' performance in terms of Grades in Written Test, with a total population of Seventy respondents, the score "90 - 100" receive the highest frequency of twenty-seven (25) or 38.58% of the total population having a descriptive equivalent of Outstanding. And the score "Below 75" with a frequency of fourteen (14) or 20.00% of the total population had the descriptive equivalent of Did not meet Expectation. While the score "75 - 79" receive the lowest frequency of seven (7) or 10.00% of the total population having a descriptive equivalent of Fairly Satisfactory. The results indicated that a large proportion of students performed at an outstanding level in the written test, demonstrating strong academic achievement in written communication skills. However, the presence of students who did not meet expectations suggested that some learners still faced difficulties that needed to be addressed through additional support and remediation.

Table 14 showed the Level of students' performance in terms of Grades in Written Test.

Table 14. Level of Students' Performance in terms of Grades in Written Test

Grade	Grades in Written Test		Descriptive Equivalent
	f	%	
90 - 100	27	38.58	Outstanding
85 - 89	11	15.71	Very Satisfactory
80 - 84	11	15.71	Satisfactory
75 - 79	7	10.00	Fairly Satisfactory
Below 75	14	20.00	Did Not Meet Expectation
Total	70	100	
Weighted Mean	84.26		
SD	9.42		
Verbal Interpretation	Satisfactory		

The Level of Students' Performance in terms of Grades in Oral Test shows a total (Weighted Mean = 84.26, SD = 9.42) and (highest score = 99.17, lowest score = 60.83) showing the level of students' performance in terms of Grades in Written Test with a descriptive equivalent of Satisfactory.

The data implied that the game-based learning material served not only as a speaking aid but also as a support tool that helps students organize their thoughts and express ideas clearly. It also enhanced their confidence and ability to communicate effectively in English during speaking activities. Moreover, it encouraged learners to think before speaking, allowing them to deliver responses in a more structured and meaningful way. This also suggested that students become more mindful of language use, improving the clarity and coherence of their messages. As a result, learners were better able to express their ideas in a way that was easily understood by others in the classroom.

Test of Relationship between the Means of the groups Game-Based Learning in Speaking on the Students' Speaking Skills

To test the significant relationship between the Game-Based Learning in Speaking on the Students' Speaking Skills they were treated statistically using Real Statistics Data Analysis Tools using the Multiple Regression Analysis.

Table 15. Significant Relationship between Game-Based Learning Material and Student's Speaking Skills

	Coefficients	SE	t	p	Analysis
Intercept	32.84	34.88	0.942	0.35	Not Significant
Objectives	-9.47	8.689	-1.09	0.28	Not Significant
Topic	6.582	6.933	0.949	0.346	Not Significant
Activity	3.337	6.958	0.48	0.633	Not Significant
Assessment	1.375	7.736	0.178	0.859	Not Significant
Design	-4.53	8.172	-0.55	0.581	Not Significant
Accuracy	-7.72	8.768	-0.88	0.382	Not Significant
Usability	0.143	6.319	0.023	0.982	Not Significant
Appropriateness	14.53	7.584	1.916	0.06	Not Significant

Table 15 presented the results of the analysis on the significant relationship between instructional components in terms of Objectives, Topic, Activity, Assessment, Design, Accuracy, Usability, and Appropriateness and students' speaking skills. This study aimed to determine whether these components significantly influence the outcome. To test the hypothesis, regression analysis was employed.

The regression results revealed that the eight predictors collectively explain 13.4% of the variance in the dependent variable ($R^2 = 0.134$). However, the overall model was not statistically significant ($F(8,61) = 1.183, p = 0.324$), indicating that, as a group, the predictors did not significantly affect the students' speaking skills. This indicated that the model had weak explanatory power, and other factors not included in the study may better explain the variation.

In terms of individual predictors, all variables showed no significant effect since their p-values were greater than the 0.05 level of significance. Specifically, Objectives ($\beta = -9.47, t = -1.09, p = 0.28$), Topic ($\beta = 6.582, t = 0.949, p = 0.346$), Activity ($\beta = 3.337, t = 0.48, p = 0.633$), Assessment ($\beta = 1.375, t = 0.178, p = 0.859$), Design ($\beta = -4.53, t = -0.55, p = 0.581$), Accuracy ($\beta = -7.72, t = -0.88, p = 0.382$), and Usability ($\beta = 0.143, t = 0.023, p = 0.982$) all have p-values greater than 0.05. This indicated the acceptance of the null hypothesis for these variables, meaning they did not significantly influence the dependent variable. Similarly, Appropriateness ($\beta = 14.53, t = 1.916, p = 0.06$), although showing a relatively higher coefficient and t-value compared to the other predictors, still had a p-value slightly greater than 0.05. Therefore, it was also not statistically significant, and the null hypothesis was accepted.

Test of Relationship between the means of the groups Game-Based Learning in Speaking on the Students' Speaking Performance

To test the significant relationship between the Game-Based Learning in Speaking on the Students' Speaking Performance they were treated statistically using Real Statistics Data Analysis Tools using the Multiple Regression Analysis.

Table 16. Significant Relationship between Game-Based Learning Material and Student's Speaking Performance

	Coefficients	SE	t	p	Analysis
Intercept	26.66	23.88	1.116	0.269	Not Significant
Objectives	-9.31	5.948	-1.56	0.123	Not Significant
Topic	2.213	4.746	0.466	0.643	Not Significant
Activity	-1.71	4.763	-0.36	0.721	Not Significant
Assessment	9.602	5.296	1.813	0.075	Not Significant
Design	0.92	5.594	0.164	0.87	Not Significant
Accuracy	0.052	6.002	0.009	0.993	Not Significant
Usability	-2.31	4.326	-0.53	0.596	Not Significant
Appropriateness	3.978	5.192	0.766	0.446	Not Significant

Table 16 presented the results of the analysis on the significant relationship between instructional components in terms of Objectives, Topic, Activity, Assessment, Design, Accuracy, Usability, and Appropriateness and the students' performance. The regression results revealed that the eight predictors collectively explain 16.4% of the variance in the dependent variable ($R^2 = 0.164$). However, the overall model was not statistically significant ($F(8,61) = 1.501, p = 0.176$), indicating that, as a group, the predictors did not significantly affect the students' performance. This meant that the model had low explanatory power, and other variables not included in the study may better account for the variation.

In terms of individual predictors, all variables showed no significant relationship since their p-values were greater than the 0.05 level of significance. Specifically, Objectives ($\beta = -9.31, t = -1.56, p = 0.123$), Topic ($\beta = 2.213, t = 0.466, p = 0.643$), Activity ($\beta = -1.71, t = -0.36, p = 0.721$), Assessment ($\beta = 9.602, t = 1.813, p = 0.075$), Design ($\beta = 0.92, t = 0.164, p = 0.870$), Accuracy ($\beta = 0.052, t = 0.009, p = 0.993$), Usability ($\beta = -2.31, t = -0.53, p = 0.596$), and Appropriateness ($\beta = 3.978, t = 0.766, p = 0.446$) all had p-values greater than 0.05. This indicated the acceptance of the null hypothesis for all variables, meaning none of them significantly influence the dependent variable. Although Assessment ($p = 0.075$) showed a relatively higher coefficient and was closer to the significance level, it was still not statistically significant, and therefore the null hypothesis was still accepted.

In summary, the findings indicated that none of the instructional components had a significant relationship with students' performance.

IV. CONCLUSION AND RECOMMENDATIONS

The Game-Based Learning (GBL) in speaking instruction was highly perceived by students in terms of its components and features, indicating that the materials and activities were organized, engaging, appropriate, and suitable for classroom instruction. The findings indicated that GBL activities supported the development of students' speaking skills, particularly in communication, confidence, engagement, and interaction, as students participate more actively in speaking tasks and classroom discussions.

The study also concluded that students' performance in oral and written assessments remained at a satisfactory level despite the very high ratings in speaking skills and classroom participation. The results suggested that active participation and confidence in speaking activities did not consistently

correspond to higher academic performance, indicating the need for continuous practice, reinforcement activities, and additional instructional support to improve students' oral and written outputs.

The study further concluded that Game-Based Learning (GBL) in speaking instruction did not have a statistically significant relationship with students' speaking skills and academic performance based on the results of the regression analysis. The findings indicated that while GBL contributed positively to students' engagement and participation during speaking activities, it did not significantly predict students' speaking performance and assessment outcomes; therefore, both null hypotheses were accepted.

Since students perceived the Game-Based Learning (GBL) materials as highly engaging and supportive of speaking development, they may continue participating actively in game-based speaking activities conducted in the classroom. Students may also practice additional speaking exercises such as peer conversations, guided speech rehearsals, and reflective speaking activities to improve communication confidence and classroom participation. Continuous participation in interactive speaking activities may help students become more comfortable in expressing ideas orally and engaging in classroom discussions.

The school may continue supporting the use of interactive and technology-assisted instructional materials in speaking classes by providing accessible multimedia resources and stable internet connectivity when available. Support for classroom-based Game-Based Learning activities may help create more engaging and participative speaking environments for students. The school may also encourage teachers to integrate appropriate game-based speaking activities and interactive learning strategies that promote communication, participation, and learner engagement during classroom instruction.

Teachers may continue integrating Game-Based Learning (GBL) activities into speaking instruction to create more interactive and engaging classroom experiences for students. Since the findings revealed that students perceived the Game-Based Learning materials as highly engaging and supportive of speaking development, teachers may combine game-based activities with strategies such as guided practice, structured

feedback, and differentiated instruction. Although no statistically significant effect was found on students' speaking skills and performance, interactive speaking activities may still encourage participation, communication, confidence, and classroom interaction among learners. Teachers may also utilize formative assessments and speaking rubrics to monitor students' participation and provide constructive feedback during speaking activities.

Administrators may provide professional development programs and training workshops focused on innovative language teaching strategies, assessment design, and effective implementation of game-based methodologies. Continuous instructional supervision and collaborative planning sessions may also help ensure that GBL is systematically aligned with curriculum standards and performance indicators.

Future studies may explore other variables that could influence speaking performance, such as duration of exposure to GBL, frequency of implementation, learners' motivation levels, or teacher facilitation strategies. Longitudinal and experimental research designs are also recommended to determine the long-term impact of Game-Based Learning on students' speaking competence and academic performance.

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