

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definition of Interactive Educational Game

Interactive educational Game are designed to enhance learning by engaging students in a dynamic and interactive environment. They facilitate skill development and knowledge acquisition through play, making the learning process enjoyable and effective. Kurniawan, Maysuroh and Prasetyaningrum (2024) explained that Interactive educational Game are effective tools for enhancing English particularly for beginners, by creating a supportive and engaging learning environment that fosters confidence and motivation among learners. In addition, Jabborova *et al* (2020) also provides a supporting opinion stating that a dynamic teaching strategy that incorporates students' active engagement and involvement is called interactive learning. It places a strong emphasis on purpose, motivation, and the use of interactive game exercises to impart new knowledge.

In conclusion Interactive educational Game are an effective tool to enhance the learning process, especially in teaching English to beginners. These Game create a supportive and engaging learning environment, which can boost students' confidence and motivation. In addition, dynamic teaching strategies that involve the active involvement of students also contribute to the acquisition of new knowledge.

2.1.2 Benefits of Interactive Education Game

Students, teachers and the learning process itself can all benefit greatly from interactive education. One of them, as Antarovna (2024) said that interactive education methods have emerged as a valuable approach to enhancing the learning experience at various levels of education. In primary education, these methods encourage active participation and holistic development of young learners. Wulandari, *et al* (2021) stated during remote

learning, students can benefit from using interactive technology as a learning medium in a number of ways, including improved learning outcomes, independence, critical thinking abilities, scientific literacy, and motivation. Teachers, students, and the learning process itself all gain a great deal from interactive education. Interactive teaching techniques have been shown to improve learning at all educational levels, but they are particularly successful in basic education, where they promote students' active engagement and overall growth. Additionally, using interactive technology as a learning tool during remote learning can enhance student enthusiasm, critical thinking abilities, independence, and scientific literacy. As a result, implementing interactive education is crucial to raising learning standards, particularly in an educational setting that is becoming more and more reliant on technology.

2.1.3 Principles of Interactive Educational Game

The principles of interactive educational Game are the guidelines or foundations that underpin the interactive learning approach. These principles aim to create a more effective, engaging and relevant learning experience for students. As Aisyah *et al* (2025) underlined that there are several principles of interactive educational Game as follows:

- 1) Motivation
- 2) Feedback
- 3) Interactivity
- 4) Learning Objectives
- 5) Social Interaction, and
- 6) Reflection

Also, Purwanti (2022) explained that there are some principles of interactive educational Game implementation:

- 1) Individualization
- 2) Feedback Active
- 3) Active learning, and

4) Motivation

Based on the two theories above the research as modified them as follows:

- 1) Motivation: Rewarding students to encourage continued participation.
- 2) Feedback: providing quick feedback can enhance the learning presented.
- 3) Active Learning: active participation through decision-making, problem-solving, and collaboration, allowing learners to explore and experiment.
- 4) Learning Objectives: Clearly define educational goals and ensure that the game aligns with these objectives, facilitating targeted learning outcomes.
- 5) Social Interaction: Foster collaboration and competition among players to enhance social learning and communication skills, and
- 6) Reflection: Encourage learners to reflect on their experiences and learning processes, promoting deeper understanding and critical thinking.

By applying this principles, interactive educational Game can create a more dynamic and effective learning environment.

2.1.4 Procedure of Interactive Educational Game Implementation

In an effort to improve students' speaking skills, the implementation of interactive educational Game can be one of the effective strategies. However, to ensure the successful implementation of interactive educational Game, a systematic and structured procedure is required. The following is a procedure for implementing interactive educational Game that can be followed to achieve the desired learning objectives. As Pan *et al* (2021) stated that procedure of interactive educational Game namely:

- 1) Needs Analysis
- 2) Game design
- 3) Game Development

- 4) Game Implementation, and
- 5) Evaluation and Feedback

Also, Li, Chen and Deng (2024) explained that there are some principles of interactive educational Game implementation:

- 1) Setting Learning Objectives
- 2) Selecting or Designing Game
- 3) Setting up Technology Infrastructure
- 4) Integrating Game into the Curriculum
- 5) Provide Guidance to Students
- 6) Monitoring and guiding, and
- 7) Evaluation and Feedback

Clarifying the procedure of interactive educational Game based on the two theories above, the researcher has modified them as follows:

- 1) Setting Learning Objectives: Determine the competencies and skills to be achieved through the game.
- 2) Selecting or Designing Game: Select an appropriate game or develop a game that is relevant to the learning material.
- 3) Setting up Technology Infrastructure: Ensure adequate availability of devices and internet connection to support digital Game.
- 4) Integrating Game into the Curriculum: Fit the game into lesson plans and class schedules.
- 5) Monitoring and Guiding: Observe student participation and provide guidance during the game, and
- 6) Evaluation and Feedback: After the game is over, evaluate the achievement of the learning objectives and provide feedback to the students.

2.1.5 Speaking Ability in Language Learning

a. Definition of Speaking

Speaking refers to the ability to speak or express thoughts, ideas and feelings orally. As Guebba (2021) stated speaking is the process by which abstract concepts, ideas, and presumptions included in the human schema are physically realized as sounds and utterances that convey meaning. In addition, Abdullaeva and Avezova (2020) argued speaking is recognized as a productive and oral skill. It is also part of the cognitive process, which suggests that knowledge can increase gradually and naturally through consistent practice. In other words, the more one practices speaking, the better their ability and understanding in expressing ideas and feelings orally.

Based on the opinions of the experts, it can be concluded that speaking is the ability to express thoughts, ideas, and feelings orally. This process involves converting abstract concepts into sounds and speech that have meaning. In addition, speaking is also considered an important productive skill in communication. It is part of the cognitive process, where our knowledge improves with constant practice. Thus, speaking skills depend not only on theory, but also on consistent practice.

b. Elements of Speaking

The elements of speaking refer to the essential components that make up a person's speaking ability. In the context of language learning, these elements help in developing effective speaking skills. Muntiarini and Widyawati (2020) mentioned that the key elements of speaking are

- 1) Pronunciation
- 2) Stress
- 3) Intonation, and
- 4) Juncture

As for the elements of speaking skills the elements of speaking skills discussed by Octavia Tri (2022) are as follows:

- 1) Memorization
- 2) Vocabulary
- 3) Sentence structure
- 4) Fluency
- 5) Content of speech, and
- 6) Body language

Comprehension To clarify the elements of speaking, the researcher has made some adjustments based on the two theories previously described, as follows:

- 1) Pronunciation: The correct pronunciation of words is essential for the listener to understand the speaker's intent.
- 2) Stress: Emphasis on a particular part of a word or sentence helps highlight important information and clarify meaning.
- 3) Intonation: Changes in tone of voice while speaking can indicate the speaker's emotions and intentions, and affect how the message is received.
- 4) Juncture: Clear separation between words or phrases in a sentence helps the listener understand the structure and meaning of the sentence.
- 5) Memorization: The ability to remember and pronounce words correctly is an important part of speaking skills.
- 6) Vocabulary: A wide vocabulary allows the speaker to choose appropriate and relevant words in communication.
- 7) Sentence Structure: Good sentence structure helps convey ideas in a clear and organized manner, making it easier for the listener to understand the message.
- 8) Fluency: Fluency indicates one's ability to speak easily and without much pause, enhancing communication effectiveness.

- 9) Content of Speech: The information or message conveyed must be relevant and interesting in order to keep the attention of the listener.
- 10) Body Language: The use of gestures, facial expressions, and eye contact can reinforce verbal messages and help convey emotions, and
- 11) Comprehension: The ability to understand the information being conveyed, both verbally and in writing, is essential for effective interaction.

The essential elements of speaking identified by both opinions show that speaking skills involve various interrelated aspects.

c. Types of Speaking Skills

To understand English speaking skills, it is important to recognize the different types of speaking that exist. Swastika *et al* (2020) argued that five types in speaking assessment there are:

- 1) Imitative speaking
- 2) Intensive speaking
- 3) Responsive speaking
- 4) Interactive speaking, and
- 5) Extensive speaking

Furthermore, Beno, Silen and Yanti, (2022) asserted that the types of speaking is as follows:

- 1) Imitative
- 2) Intensive
- 3) Responsive, and
- 4) Interactive

Based on the two theories above the research as modified them as follows:

- 1) Imitative speaking: Imitative speaking is a type of speaking that involves students imitating words, phrases or sentences spoken by others. This method is often used in language learning to help students improve their pronunciation and intonation.
- 2) Intensive speaking: Intensive speaking focuses on the production of specific language forms and structures. This type of speaking is perfect for exercises that emphasize specific vocabulary, grammar or language functions.
- 3) Responsive speaking: Responsive speaking encourages students to give short and relevant answers to a given question or statement. This type of speaking is often used in conversational practice where students need to think quickly and respond appropriately. Activities that can be conducted in this context include question and answer sessions or Game that require immediate answers, allowing students to practice their ability to communicate efficiently.
- 4) Interactive speaking: Interactive speaking engages students in real-time conversations, which promote dialog and exchange of ideas. This type of speaking is essential for developing communication skills in a social context.
- 5) Extensive speaking: Extensive speaking provides opportunities for students to give longer and more detailed answers, encouraging them to express their thoughts in greater depth. This type of speaking is particularly useful in activities such as storytelling, presentations or discussions that require elaboration.

Based on the types of speaking mentioned, interactive speaking is the most appropriate type of speaking to apply in the context of interactive educational Game. It emphasizes direct communication between learners, which encourages collaboration and active engagement. Through this interaction, learners can practice speaking spontaneously in relevant situations, thus improving their communication skills. In addition, the interactive elements in the game can increase learners' motivation and interest, making the learning process more interesting and effective. Thus,

focusing on interactive speaking will create a dynamic learning experience and support the development of optimal speaking skills.

d. Factors Affecting of Speaking Skills

In this day, it is important to understand that various factors can affect the ability of students in schools to communicate effectively. By understanding these factors, we can better support the development of students' speaking skills. As Larosa and Iskandar (2021) stated that students often experience anxiety and shyness when asked to speak in front of the class, teachers' pay little attention to their speaking skills, students' disorganized language makes it more difficult for listeners to understand the exact topic of the talk, and teachers' teaching approach still relies heavily on lectures. Shalihah *et al* (2022) also added that the factors affecting students' English-speaking skills are the main elements influencing students' English-speaking performance are a lack of confidence, a lack of preparation time, and a lack of desire.

In conclusion, a number of variables can influence students' capacity for successful classroom communication, particularly in the area of speaking. When asked to speak in front of the class, students frequently feel nervous and bashful, and professors still pay little attention to their speaking abilities. Furthermore, listeners may find it challenging to comprehend the subjects covered due to students' haphazard language use, and this problem is exacerbated by instructional strategies that still heavily rely on lectures. Lack of desire, insufficient preparation time, and lack of confidence are further variables that affect pupils' English-speaking abilities. We can more effectively assist pupils in developing their speaking abilities if we are aware of these aspects.

e. Speaking Assessment

Speaking assessment is a crucial aspect in evaluating one's communication skills. This process not only involves measuring technical speaking skills, such as pronunciation and intonation, but also includes the ability to convey ideas clearly and effectively. As Hughes in Syahidah *et al*

(2021) stated that there are several components of speaking skill that should be considered in designing a speaking assessment as following:

- 1) Accent
- 2) Grammar
- 3) Vocabulary
- 4) Fluency, and
- 5) Comprehension as the components of speaking

In Addition, Kusumastuti (2020) underlined that speaking assessment can be defined as a performative assessment that involves direct observation of students' ability to use language orally in real or simulated situations, the following are important aspects that are usually assessed in speaking, among others:

- 1) Pronunciation
- 2) Grammar
- 3) Vocabulary
- 4) Fluency, and
- 5) Comprehension

Regarding to clarify the assessment of speaking, the researcher has made some adjustments based on the two theories previously described, as follows:

- 1) Accent pronunciation: An accent is a person's distinctive way of pronouncing words that is usually influenced by their region of origin, cultural background, or native language. Whereas pronunciation is the way we pronounce the words in a language. It includes how sounds are produced for each letter or combination of letters, as well as emphasis on certain syllables in words.
- 2) Grammar: Grammar is the rules that govern how we construct sentences in a language. This includes the use of nouns, verbs, adjectives and how to combine them to make sentences clear and easy to understand.

- 3) Vocabulary: Vocabulary is the collection of words that we know and use in speaking or writing. The more vocabulary we have, the better we can express our thoughts and feelings.
- 4) Fluency: Fluency is the ability to speak or write smoothly and without many pauses or errors. Someone who is fluent in language can express their ideas easily and quickly.
- 5) Comprehension: Comprehension is the ability to understand and digest the information we read or hear. It includes several aspects.

Based on the conclusions previously described, the researcher compiled the following scoring table as a guide in evaluating speaking skills.

Table 2.1 Speaking ability rubric assessment

No	Aspect	Criteria				
		1	2	3	4	5
1	Pronunciation	Very poor pronunciation, difficult to understand	Pronunciation is often unclear, with many errors that interfere with comprehension.	The pronunciation is quite clear, but there are some mistakes that interfere with understanding.	Clear pronunciation with few errors that do not interfere with understanding	Very clear and accurate pronunciation, easy to understand
2	Grammar	The use of grammar is very poor and difficult to understand.	Many grammatical errors interfere with comprehension.	The use of grammar is quite good, but there are some	Correct use of grammar with a few minor errors	The use of grammar is very precise and varied.

				significant errors.		
3	Vocabulary	Very poor vocabulary, difficult to convey ideas	Very limited vocabulary, lots of repetition	Vocabulary is adequate, but limited and lacking in variety.	Good use of vocabulary with some variation	The use of rich and appropriate vocabulary demonstrates a deep understanding.
4	Fluency	Speaks very haltingly, difficult to follow	Many pauses and difficulties in conveying ideas	Speaks with some pauses, but is still understandable	Speaks fairly fluently with few pauses	Speaks fluently and confidently, without unnecessary pauses.
5	Comprehension	Demonstrates very poor understanding, unable to answer questions	Demonstrates limited understanding, difficulty answering questions	Demonstrates sufficient understanding, but has some difficulty answering questions.	Demonstrates good understanding, able to answer most questions correctly	Demonstrates excellent understanding of the topic, able to answer questions accurately

2.1.6 ADDIE Model

The ADDIE model is one of the most frequently used frameworks in learning product development, including Research and Development (R&D)-based research. Visakhananda (2024) states that the steps in ADDIE can help researchers to develop a focused development process and ensure that user needs are identified from the outset. Chang and Abidin (2024) also state that each stage in ADDIE from formulating objectives, creating designs, to evaluating results is particularly useful in R&D research that requires precision and repeated testing. This model consists of five main stages, namely Analysis, Design, Development, Implementation, and Evaluation. According to several experts, ADDIE provides systematic guidance so that the development process runs more purposefully and in accordance with students' learning needs. Here is a more detailed explanation of each stage of ADDIE.

a. Analysis

This stage involves gathering information about learning needs, learning objectives, and learner characteristics. This needs analysis includes problem identification, task analysis, and understanding of the learning context.

b. Design

This stage focuses on designing the learning program, including selecting teaching methods, developing learning materials, and designing learning activities. Learning objectives are formulated in a specific, measurable, achievable, realistic, and time-bound manner.

c. Development

At this stage, the learning materials that have been designed are created and developed. These can take the form of modules, presentations, videos, or other learning media. The learning materials are then tested and revised based on the feedback received.

d. Implementation

The implementation phase involves applying the learning program in a real learning environment. This includes facilitator training, classroom management, and necessary technical support.

e. Evaluation

Evaluations are conducted to assess the effectiveness of learning programs in achieving learning objectives. Evaluations can be conducted during the development process and after the program is completed. The results of the evaluation are used to make improvements and further developments.

2.2 Relevant Researches

Here are some examples of relevant research related to the effectiveness and benefits of using Interactive education on the student ability in Speaking:

- 1) “The Development of Educational Game with Spinning Wheels for Speaking Class to the Tenth Grade of Madyatama Vocational High School Palembang” by Anggraini and Jaya (2024). This research concluded that the development of an educational game with spinning wheels was found to be valid, practical, and effective for improving speaking skills in a 10th grade vocational high school class. ADDIE model (analysis, design, development, implementation, and evaluation) for the development of the educational game. Data collection through interviews, one-to-one tests, small group tests, and questionnaires to assess the needs of students and teachers, evaluation of the developed game using measures of validity (95.4%), practicality (95.3%), and effectiveness (89.1%).
- 2) “Enhancing Speaking Proficiency Through Interactive Learning Media: Material Development” by Kurniawan, Maysuroh and Prasetyaningrum (2024). This study investigates the use of interactive video to improve speaking proficiency among students and teachers. Interactive video media can enhance students' speaking proficiency. In this research using research and development (R&D) and using the

ADDIE model (analysis, design, development, implementation, and assessment) also data collection through class observation, interviews, questionnaires.

- 3) “Effects of using educational technology tools to enhance EFL students’ speaking performance” by Asratie, Wale and Aylet (2023). The study examined the effects of using educational speaking technology tools to enhance EFL students' speaking performance and found that students who learned through these tools had improved speaking performance compared to those who learned using conventional methods. Quasi-experimental pretest-posttest design with two groups (experimental and control). Sample of 82 first-year IT students selected through comprehensive sampling. Data collection methods: tests, questionnaires, interviews, and teacher logs. Experimental group used educational speaking technology tools; control group used conventional methods.
- 4) “The Effectiveness of Interactive Teaching Strategies in Teaching English Language” by Israa Eibead Ajaj (2023). Interactive teaching can also enhance the elements of memory and activation in the process of learning as it emerges students’ mentality through using various tools and activities. The paper aims to introduce and discuss the effectiveness of interactive teaching strategies in teaching English as a second language, particularly in terms of their impact on memory and activation.
- 5) “The Influence of Interactive Method toward the Students’ Speaking Skills at the SMP Santo Thomas 3 Medan” by Zega, Tarigan and Ginting (2023). They stated that Interactive methods positively influence students' speaking skills and enthusiasm for learning. The interactive method significantly improved students' speaking skills, as evidenced by the increase in average test scores, Students showed a very positive and enthusiastic response to the use of interactive methods in learning speaking skills. The use of interactive methods in teaching speaking skills to 7th grade students at SMP Santo Thomas 3 Medan

had a positive influence on their speaking skills and enthusiasm for learning.

Based on the relevant studies mentioned, my research entitled “Developing Interactive Educational Game on the Student Speaking Ability at SMP Negeri 4 Gunungsitoli Selatan” offers significant uniqueness and novelty. Although some previous studies have shown the effectiveness of using educational Game and interactive media in improving students' speaking ability, this research will focus on developing educational Game that are specific to the context of SMP Negeri 4 Gunungsitoli Selatan, taking into account the unique characteristics and needs of students in the school. The Research and Development (R&D) method I used, with the ADDIE approach (analysis, design, development, implementation, and evaluation), allowed me to systematically design and test educational Game that are not only valid and practical, but also relevant to the curriculum.

2.3 Conceptual Framework

The conceptual framework in this study focuses on developing students' speaking skills through interactive educational Game in English. The main objective is to fulfill the learning outcomes in the English subject especially the learning outcomes on the teaching materials at SMP Negeri 4 Gunungsitoli Selatan. By using more interesting methods and involving students actively, it is expected that students can be more confident and skilled in communicating. This interactive learning is designed to involve students in discussions, role plays, and group activities can be an effective strategy to improve students' speaking skills and can achieve the completion criteria of the learning objectives (75) that have been designed.

By developing interactive educational Game by using ADDIE model designed for students at SMP Negeri 4 Gunungsitoli Selatan, specifically to have a positive impact in significantly improving their speaking skills. This research not only aims to improve students' speaking skills, but is also expected to make a meaningful contribution to the teaching of English in schools, thus creating a more interesting and effective learning environment.

In addition, the results of this study are expected to be a useful reference for further research in the field of language education, especially in the context of using interactive methods in learning. Therefore, it is recommended that English teachers at SMP Negeri 4 Gunungsitoli Selatan apply interactive methods consistently in their learning process, as well as conduct regular training to improve their teaching skills, so as to create a better learning experience for students.

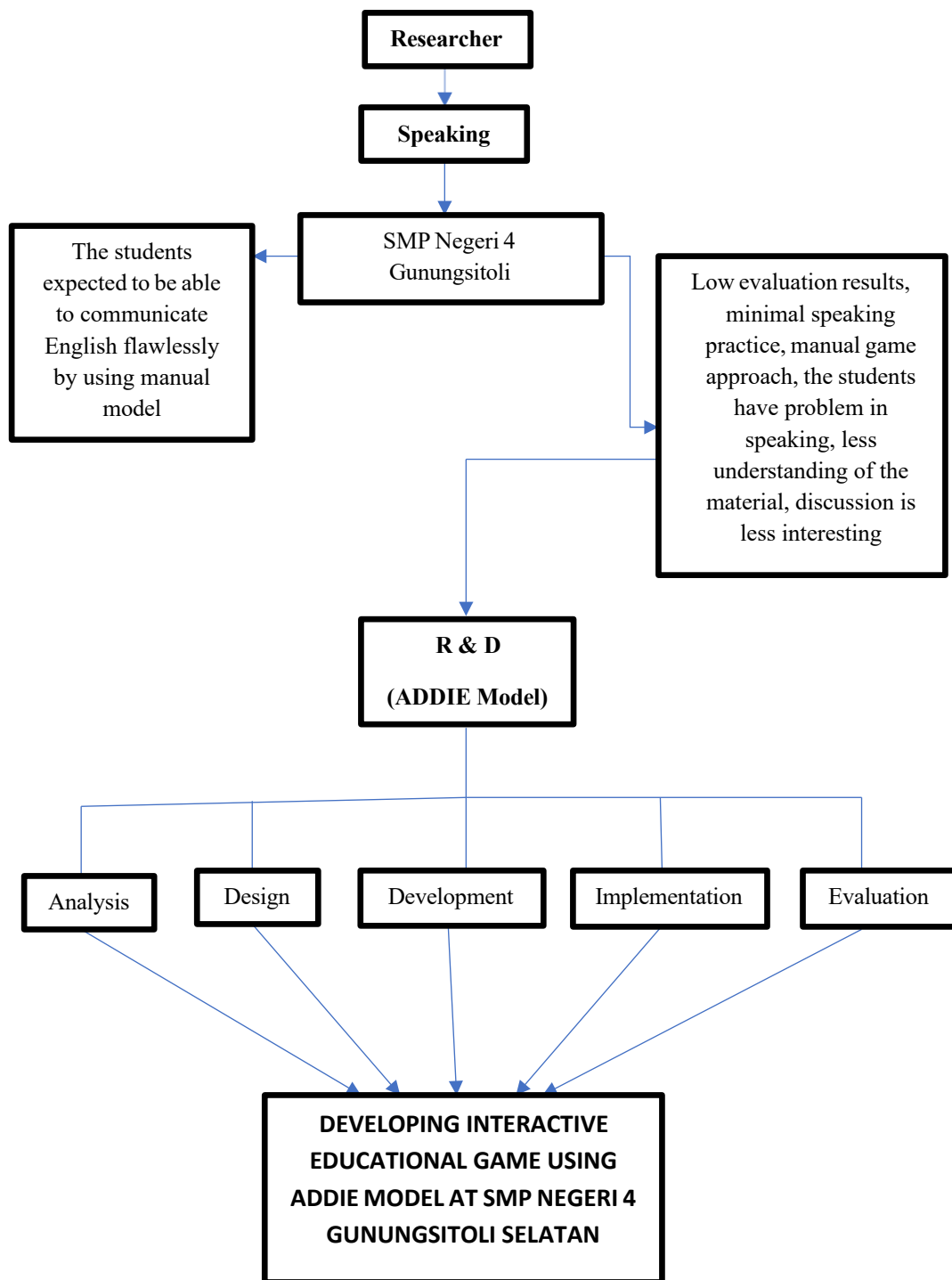


Figure I-Conceptual framework

2.4 Advantages and Disadvantages of Interactive Educational Game

Interactive educational Game have become one of the increasingly popular learning methods among students and educators. That are the various aspects of interactive educational Game, including the benefits they offer as well as the challenges that may be faced in their implementation.

2.4.1 Advantages of Interactive Educational Game

Interactive educational Game have become an increasingly popular tool in education, offering significant advantages to the learning process. By incorporating engaging game elements, they can not only increase student motivation and engagement, but also provide a more fun and effective learning experience. As Umasugi *et al* (2021) underlined that interactive educational Game can activate students' independent cognitive activity, increase motivation, and develop professional skills. The engaging nature of these Game can boost students' motivation, making them more eager to participate in the learning process. Furthermore, by simulating real-world scenarios, interactive Game can help students develop essential professional skills, such as teamwork, communication, and decision-making, which are crucial for their future careers. In addition, Hadzhikolev *et al* (2024) argued that interactive educational Game enhance student engagement, motivation, and active participation while promoting creative and critical thinking.

In conclusion, the interactive educational game proved effective in increasing student engagement and motivation, as well as encouraging independent cognitive activity, the game also plays an important role in the development of essential professional skills, such as cooperation, communication, and decision-making, while facilitating creative and critical thinking.

2.4.2 Disadvantages of Interactive Educational Game

Interactive educational Game offer many benefits in increasing learning engagement and motivation; it is important to also consider some of the disadvantages that may arise from their use. Norsidi (2024) underlined that the use of interactive educational Game in learning often faces challenges, one of which is the lack of feature mastery by teachers where teachers may have difficulty in adapting traditional teaching methods with interactive elements due to limited technical knowledge. Hayati *et al* (2021) also added that that internet dependency can also be a drawback and weakness when using interactive educational Game in the learning process and also then requires high levels of self-motivation, interactive education is perceived as requiring high levels of self-discipline and self-motivation, as learning alone may not be seen as an enjoyable activity.

In conclusion, while interactive educational Game have many benefits, their use also faces some challenges. One of the main issues is the lack of feature mastery by teachers, which can make it difficult for them to combine traditional teaching methods with interactive elements due to limited technical knowledge. In addition, dependence on the internet can be a barrier, and interactive learning requires a high level of self-discipline and motivation, as self-learning is often not considered a fun activity.