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# The Effectiveness of 'Find Someone Who' Game to Improve 10th Grade Students' Speaking Skills

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**ABSTRACT**
This study investigates the effectiveness of the *Find Someone Who* game in improving students' speaking skills at SMK Muhammadiyah 1 Kediri. The research was motivated by students' difficulties in speaking English due to the dominance of lecture-based learning. Using a quantitative approach with a pre-experimental one-group pre-test and post-test design, the study involved 11 tenth-grade students. Data were collected through a speaking test and a Likert-scale questionnaire, and analyzed using the Shapiro-Wilk test, Paired Sample t-test, and Effect Size calculation. The results showed an increase in the average speaking score from 33.82 to 48.18, with a significance value of 0.000 and an effect size of Cohen's d = 0.98, indicating a large and significant effect. The questionnaire analysis revealed high reliability (Cronbach's Alpha 0.802), with 63.64% of students agreeing that the game improved their speaking skills. The findings suggest that *Find Someone Who* is effective in enhancing speaking ability, and it is recommended for use in English classrooms to encourage student participation and communication.

**Keywords:** Speaking Skills, Game-Based Learning, Find Someone Who

**ABSTRAK**
Penelitian ini menyelidiki efektivitas permainan Find Someone Who dalam meningkatkan keterampilan berbicara siswa di SMK Muhammadiyah 1 Kediri. Penelitian ini dimotivasi oleh kesulitan siswa dalam berbicara bahasa Inggris karena dominasi pembelajaran berbasis ceramah. Menggunakan pendekatan kuantitatif dengan desain pra-eksperimental satu kelompok pra-tes dan pasca-tes, penelitian ini melibatkan 11 siswa kelas sepuluh. Data dikumpulkan melalui tes berbicara dan kuesioner skala Likert, dan dianalisis menggunakan uji Shapiro-Wilk, Paired Sample t-test, dan perhitungan Ukuran Efek. Hasilnya menunjukkan peningkatan skor berbicara rata-rata dari 33,82 menjadi 48,18, dengan nilai signifikansi 0,000 dan ukuran efek Cohen's d = 0.98, yang menunjukkan efek yang besar dan signifikan. Analisis kuesioner menunjukkan reliabilitas yang tinggi (Cronbach's Alpha 0,802), dengan 63,64% siswa setuju bahwa permainan tersebut meningkatkan keterampilan berbicara mereka. Temuan tersebut menunjukkan bahwa Find Someone Who efektif dalam meningkatkan kemampuan berbicara, dan direkomendasikan untuk digunakan di kelas Bahasa Inggris untuk mendorong partisipasi dan komunikasi siswa.

**Kata Kunci:** Kemampuan Berbicara, Pembelajaran Berbasis Permainan, Find Someone Who

## INTRODUCTION

English, as a global language, plays a crucial role in international communication, particularly in education and the workplace. In Indonesia, English has become an integral part of the curriculum. However, speaking skills remain one of the most challenging aspects for students to master. Researchers' observations during the School Field Introduction (PLP) program at SMK Muhammadiyah 1 Kediri revealed that many students struggled with

English speaking skills. This problem is not unique to this school; in general, vocational high school (SMK) students face common obstacles such as low self-confidence, limited vocabulary, and limited opportunities to practice speaking in contextually relevant and professional settings.

In response to these challenges, various studies have shown that students often feel anxious or embarrassed about making mistakes when speaking English, which hinders their participation (Rohmatul Inayah, 2024). Limited vocabulary further complicates their ability to convey ideas effectively (Machfudi et al., n.d.). These challenges are even more pronounced in vocational settings, where students' ability to communicate in English is crucial for competing in the professional world. Therefore, there is growing interest in using innovative and interactive teaching methods to improve students' speaking skills. One such approach is game-based learning, which has been shown to create a more engaging and less stressful learning environment. Studies published in "Procedia: Social & Behavioral Sciences" and "Journal of Educational Computing Research" confirm that game-based learning improves language comprehension and reduces learning anxiety.

A specific method implementing this approach is the "Find Someone Who" game, which allows students to communicate in a relaxed and interactive format through question-and-answer sessions. Several previous studies have confirmed its effectiveness in improving students' speaking skills. Nurteteng and Winarsih (2020), for example, demonstrated significant improvements in junior high school students' speaking skills. Similarly, Sunaenah (2023) demonstrated its effectiveness in elementary school settings, with a 100% learning mastery rate. Ubaedillah et al. (2023) also reported positive results in a similar context. However, most of this research focused on elementary and junior high school levels and has not explored its application in vocational high schools. Furthermore, this study did not emphasize the integration of speaking tasks with vocational contexts that reflect real-world communication in professional settings.

Given this gap, the primary issue addressed in this study is the limited exploration of game-based learning, specifically Find Someone Who, at the vocational high school level, where language learning must align with the specific needs of career-oriented students. Most previous studies also lack a rigorous quantitative approach to measuring improvement.

Therefore, this study aims to test the effectiveness of using the Find Someone Who game in improving the speaking skills of 10th-grade students at SMK Muhammadiyah 1 Kediri. By implementing a single-group pre-test and post-test design, this study seeks to provide empirical evidence on how game-based learning can improve students' speaking fluency, pronunciation, vocabulary, grammar, and comprehension based on English language rubrics while also addressing vocational relevance. This research is expected to provide valuable insights for educators in designing effective, engaging, and contextually appropriate speaking activities for vocational students.

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## METHOD

This study used a quantitative approach to test the effectiveness of the Find Someone Who game in improving students' speaking skills. The quantitative approach was chosen because it allows for objectively measuring changes before and after treatment in a game-based learning process. The research design used was a pre-experimental one-group pre-test post-test design, which allowed researchers to measure students' speaking skills before (pre-test) and after (post-test) the method was implemented, without involving a control group. Although this design has the disadvantage of not strictly controlling for external variables, it remains relevant to the classroom context and is quite effective for observing the direct effects of the treatment.

This research was conducted at SMK Muhammadiyah 1 Kota Kediri, located at Jl. Penanggungan No. 1, Bandar Lor, Mojoroto District, Kediri City, East Java. The study period ran from January to June, covering the preparation phase, pre-test administration, game treatment, post-test, questionnaire distribution, and data analysis. The population in this study was all 11 tenth-grade students of SMK Muhammadiyah 1 Kota Kediri who were taking English. The sampling technique used was total sampling, where the entire population was used as a sample due to its relatively small size and reachability.

Data collection was conducted using two instruments: a speaking test and a questionnaire. The speaking test was administered twice: a pre-test before the treatment and a post-test after the treatment. The test was an individual oral monologue test, focusing on descriptive text. Assessment was based on five main aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. The assessment rubric was developed based on the Arthur Hughes and Harris scale, with a score ranging from 1 to 5 for each aspect. The assessment also used the weighting and conversion table from Adams and Frith (1979: 35-8), and the total score was categorized into seven levels of proficiency ranging from Very Poor to Excellent.

In addition, a questionnaire was distributed after the treatment to determine students' responses to the use of the Find Someone Who game. This questionnaire was constructed using a Likert scale with five response options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The questionnaire contained 25 statements, reflecting students' experiences, perceptions, and responses during the game-based learning process.

Data analysis was conducted using descriptive and inferential statistics. Descriptive statistics were used to calculate the mean, median, mode, range, and standard deviation of the pre-test and post-test results. Normality testing was performed using the Shapiro-Wilk method to determine whether the data were normally distributed. Because the data were not normally distributed, the parametric Paired Sample T-test was used to examine differences in results between the pre-test and post-test. Additionally, an Effect Size test was

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conducted using Cohen's d formula to measure the magnitude of the treatment effect. The obtained d values were interpreted as small (0.20), medium (0.50), or large (0.80). To ensure the quality of the instrument, content validity was tested using expert judgment and construct validity through item-total correlation in the questionnaire. The internal reliability of the questionnaire was tested using Cronbach's Alpha, with a value of ≥ 0.70 indicating its reliability.

Through this method, the study is expected to provide a clear and comprehensive picture of the effectiveness of using the Find Someone Who game in improving vocational high school students' speaking skills, both in terms of quantitative measurement results and from the perspective of student learning experiences.

## RESULTS AND DISCUSSION

This study aims to investigate the effectiveness of the "Find Someone Who" game in improving the speaking skills of 10th-grade students at SMK Muhammadiyah 1 Kediri. The findings are based on a series of data, including pre-test and post-test scores, students' perceptions, and opinions during the implementation of the method through a questionnaire, and other supporting statistical analyses. The data were then processed and analyzed using SPSS 23 and Microsoft Excel.

## 1. Pre-Test

Table 1 Cumulative Distribution of Pre-Test Criteria Values

| | Pre-Test | | | | |
|---|---|---|---|---|---|
| | Pronunciation | Grammar | Vocabulary | Fluency | Comprehension |
| **SUM** | 18 | 120 | 80 | 46 | 108 |
| **MIN** | 0 | 6 | 4 | 2 | 4 |
| **MAX** | 3 | 18 | 16 | 8 | 12 |
| **MODE** | 1 | 12 | 4 | 4 | 12 |
| **MEDIAN** | 2 | 12 | 4 | 4 | 12 |
| **STDEV.S** | 0.924 | 4.505 | 4.315 | 1.888 | 2.750 |
| **MEAN** | 1,636 | 10,909 | 7,273 | 4,182 | 9,818 |

The table above shows the cumulative pre-test scores of 11 students based on each of the speaking assessment criteria. The results can be interpreted as indicating that the students' speaking skills are still relatively low, as indicated by aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 2 Cumulative Distribution of Students' Pre-Test Scores

**Statistics**

Nilai Pretest

| N | Valid | 11 |
|---|---|---|
| | Missing | 0 |
| Mean | | 33.82 |
| Median | | 29.00 |
| Mode | | 16[a] |

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| | |
|---|---|
| **Std. Deviation** | 12.813 |
| **Range** | 39 |
| **Minimum** | 16 |
| **Maximum** | 55 |
| **Sum** | 372 |

a. Multiple modes exist. The smallest value is shown

The average pre-test score of the 11 students was 33.82 out of a maximum score of 82, indicating limited mastery of English speaking skills before the intervention. The standard deviation was 12.813. This is further confirmed by the distribution of low scores across all speaking components in the previous table.

## Post-Test

Table 3 Cumulative Distribution of Post-Test Criteria Values

| Post-Test | | | | | |
|---|---|---|---|---|---|
| | **Pronunciation** | **Grammar** | **Vocabulary** | **Fluency** | **Comprehension** |
| **SUM** | 23 | 162 | 116 | 72 | 157 |
| **MIN** | 1 | 6 | 4 | 4 | 8 |
| **MAX** | 3 | 30 | 20 | 10 | 19 |
| **MODE** | 2 | 12 | 8 | 6 | 15 |
| **MEDIAN** | 2 | 12 | 8 | 6 | 15 |
| **STDEV.S** | 0,539 | 6,769 | 5,145 | 2,207 | 3,197 |
| **MEAN** | 2,091 | 14,727 | 10,545 | 6,545 | 14,273 |

The table above shows the cumulative post-test scores of 11 students based on each criterion in the speaking ability assessment. The results can be interpreted as indicating that the students' speaking skills have improved across all aspects.

Table 4 Cumulative Distribution of Students' Post-Test Scores

**Statistics**

**Nilai Posttest**

| N | **Valid** | 11 |
|---|---|---|
| | **Missing** | 0 |
| **Mean** | | 48.18 |
| **Median** | | 43.00 |
| **Mode** | | 53 |
| **Std. Deviation** | | 16.290 |
| **Range** | | 51 |
| **Minimum** | | 27 |
| **Maximum** | | 78 |
| **Sum** | | 530 |

After implementing the "Find Someone Who" game, students showed substantial improvement. The average post-test score increased to 48.18, representing a 14.36-point increase. The standard deviation was 16.290. Improvements were observed across all assessment criteria, indicating that the game helped create an engaging learning environment where students could interact meaningfully in English.

## 2. Questionnaire Results

Table 5 Questionnaire Distribution Value Item

|      | Q1  | Q2  | Q3  | Q4  | Q5  | Q6  | Q7  | Q8  | Q9  | Q10 | Q11 | Q12 |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Min  | 2   | 2   | 2   | 1   | 1   | 1   | 1   | 1   | 2   | 3   | 3   | 3   |
| Max  | 4   | 5   | 4   | 5   | 5   | 5   | 5   | 4   | 4   | 5   | 5   | 4   |
| Mo   | 3   | 4   | 3   | 4   | 4   | 3   | 4   | 3   | 3   | 3   | 4   | 3   |
| Sd   | 0,8 | 1   | 0,5 | 1   | 1,1 | 1,1 | 1   | 0,9 | 0,7 | 0,8 | 0,7 | 0,5 |
| $\bar{x}$ | 2,8 | 3,8 | 3 | 3,5 | 3,4 | 3,6 | 3,6 | 3,2 | 3,4 | 3,7 | 3,7 | 3,4 |
| Q13 | Q14 | Q15 | Q16 | Q17 | Q18 | Q19 | Q20 | Q21 | Q22 | Q23 | Q24 | Q25 |
| 3   | 3   | 3   | 3   | 2   | 2   | 3   | 3   | 2   | 2   | 2   | 2   | 1   |
| 5   | 5   | 5   | 5   | 5   | 5   | 4   | 5   | 4   | 5   | 5   | 5   | 5   |
| 4   | 4   | 4   | 4   | 3   | 3   | 3   | 3   | 4   | 4   | 3   | 4   | 3   |
| 0,7 | 0,8 | 0,8 | 0,8 | 1   | 0,8 | 0,5 | 0,7 | 0,8 | 0,8 | 0,9 | 0,8 | 1,4 |
| 3,7 | 4   | 4   | 3,8 | 3,5 | 3,5 | 3,5 | 3,5 | 3,4 | 3,6 | 3,5 | 3,9 | 3,3 |

There are five types of points, starting from Strongly Disagree at point 1 and Strongly Agree at point 5. Min represents the smallest point that appears, Max represents the largest point that appears, Mo represents the most points that appear from 11 students in each questionnaire, Sd represents a statistical measure that shows how spread out the data in a data set is relative to the mean value, and $\bar{x}$ represents the average of the points that appear.

Table 6 Distribution of Questionnaire Results

| No | Student | Total | Description |
|----|---------|-------|-------------|
| 1  | SDER    | 75    | Neutral     |
| 2  | ZAM     | 94    | Agree       |
| 3  | EP      | 91    | Agree       |
| 4  | MRA     | 101   | Agree       |
| 5  | SA      | 99    | Agree       |
| 6  | FJA     | 79    | Neutral     |
| 7  | TAPE    | 86    | Agree       |
| 8  | ZF      | 77    | Neutral     |
| 9  | NAAD    | 94    | Agree       |
| 10 | REO     | 81    | Neutral     |
| 11 | N       | 89    | Agree       |
| **Interpretation** | | | |
| Interval | Category | f | % |
| 106 - 125 | Strongly Agree | 0 | 0 |
| 86 - 105 | Agree | 7 | 63,63636364 |
| 66 - 85 | Neutral | 4 | 36,36363636 |
| 46 - 65 | Disagree | 0 | 0 |
| 25 - 45 | Strongly Disagree | 0 | 0 |
| Total | 0 | 11 | 100 |

Students' perceptions of the game were generally positive, as revealed by the results of a 25 item Likert scale questionnaire. A total of 63.64% of students agreed that the game had a positive impact, while 36.36% remained neutral. No students disagreed or strongly disagreed. These responses indicate that students found the game enjoyable and beneficial in supporting

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their speaking practice, as well as increasing their motivation and participation during class.

## 3. Validity and Reliability

The validity and reliability of the instruments used were also tested. Content validity was confirmed through expert assessment or judgement.

Table 7 Validity Test

| Item-Total Statistics - Corrected Item-Total Correlation | | | | | | | |
|---|---|---|---|---|---|---|---|
| Q1 | .245 | Q9 | .036 | Q17 | .169 | Q25 | .572 |
| Q2 | .641 | Q10 | .283 | Q18 | .198 | | |
| Q3 | .203 | Q11 | .005 | Q19 | .156 | | |
| Q4 | .307 | Q12 | .368 | Q20 | .567 | | |
| Q5 | .565 | Q13 | .057 | Q21 | .303 | | |
| Q6 | .416 | Q14 | .360 | Q22 | .316 | | |
| Q7 | .048 | Q15 | .360 | Q23 | .353 | | |
| Q8 | .357 | Q16 | .785 | Q24 | .646 | | |

The construct validity of the questionnaire was tested using corrected item-total correlations, with most items exceeding the 0.30 threshold as shown in Table 7 above. Therefore, it can be concluded that the items are valid and can be used.

Table 8 Reliability Test

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .802 | 25 |

The internal consistency reliability measured using Cronbach's alpha produced a value of 0.802, which indicates that this questionnaire is very reliable with a minimum value of 0.70 as seen in table number 8 above.

## 4. Normality Test

Table 9 Normality Test

**Tests of Normality**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Nilai Pretest | .192 | 11 | .200[*] | .941 | 11 | .532 |
| Nilai Posttest | .202 | 11 | .200[*] | .895 | 11 | .163 |

\*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Further statistical analysis using the Shapiro-Wilk test showed that the pre-test scores were normally distributed with a value of 0.532, thus greater than 0.05. Then, the post-test scores were also normally distributed with a value of 0.163, thus greater than 0.05. Next, a parametric test of the paired sample t-test will be conducted.

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## 5. Parametric Test

Table 10 Paired Samples Correlations

**Paired Samples Correlations**

|  |  | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | Nilai Pretest & Nilai Posttest | 11 | .981 | .000 |

Based on the paired sample correlation table above, the results show that there is a correlation impact between students' speaking abilities before and after being taught using the Find Someone Who game, the correlation is 0.981 and the significance is 0.000. Because the Sig. value is 0.000 < probability 0.05, it can be said that there is a relationship between the pre-test variable and the post-test variable.

Table 11 Paired Samples Test

**Paired Samples Test**

|  |  | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
|  |  | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
|  |  |  |  |  | Lower | Upper | | | |
| Pair 1 | Nilai Pre-test - Nilai Post-test | -14.364 | 4.478 | 1.350 | -17.372 | -11.355 | -10.638 | 10 | .000 |

From the paired sample test above, the mean difference between pre-test and post-test is -14.364 and the mean standard error is 1.350. The standard deviation is 4.478. The t-score value is -10.638 with 10 degrees of freedom and a significance value (Sig. 2-tailed) of 0.000, which is smaller than the typical significance level of 0.05. This indicates that the difference between the Pre-Test and Post-Test scores is statistically significant, indicating a significant improvement in students' speaking skills after implementing the Find Someone Who game.

Table 12 Distribution Effect Size Cohen's d

| Effect Size | | | |
|---|---|---|---|
| Cohen's d | | | |
|  | Pre-test | Post-test |  |
| Mean (M) | 33,82 | 48,18 |  |
| Standard Deviation (S) | 13 | 16 |  |
| Sample Size (n) | 11 | 11 |  |
| Formula | M2-M1 | SD | Results |
| (M2-M1)/SD | 14,36 | 15 | 0,98 |

Then, to determine the extent of the impact, as seen in Table 12 above, the Cohen's d effect size measurement between the pre-test and post-test yielded a value of 0.98 > 0.80, indicating a significant impact.

## 6. Hypothesis Test

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Table 13 Distribution T-Count and T-Table

| df | T-Count | T-Table 1% | T-Table 5% | Sig. Ha | H0 |
|----|---------|-----------|-----------|---------|------|
| 10 | 10,638 | 3,169 | 2,228 | Accepted | Rejected |
| 10.638 > 3.169 > 2.228 | | | $H_0$ is rejected at both 5% and 1% levels | | |

The calculated t count = 10.638 is greater than the 5% t table (2.228) and 1% t table (3.169) at df = 10. Therefore, it can be concluded that $H_0$ is rejected and $H_1$ is accepted, both at the 5% and 1% significance levels. This means that there is a very significant difference between the students' pre-test and post-test results. In other words, the use of the "Find Someone Who" game effectively improves the speaking ability of class X students of SMK Muhammadiyah 1 Kediri.

These results led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis, which confirmed that the "Find Someone Who" game significantly improved students' speaking skills. The calculated effect size of 0.98 indicated a large and meaningful impact.

Although this study yielded robust results, several limitations were noted. The small sample size and the lack of a control group limit the generalizability of the findings. Furthermore, the treatment duration was short, consisting of only two sessions. Future research should consider involving more participants, a longer treatment period, and a control group as a comparison to strengthen the results. In conclusion, the "Find Someone Who" game proved to be an effective, interactive, and engaging strategy for improving the speaking skills of vocational high school students. This study supports the use of game-based learning in English as a Foreign Language (EFL) classrooms, not only as a fun activity but also as a meaningful pedagogical approach. These findings also align with previous studies highlighting the importance of interactive, student-centered learning in developing communicative competence.

## CONCLUSION AND SUGGESTIONS

Based on the research results and discussion, it can be concluded that the use of the Find Someone Who game significantly improved the speaking skills of tenth-grade students at SMK Muhammadiyah 1 Kediri. This game provides an interactive and enjoyable learning experience and creates an environment that encourages students to communicate more actively in English.

Through the implementation of this game, students demonstrated improvements in various aspects of speaking skills, such as fluency, vocabulary mastery, pronunciation, comprehension, and grammatical structure. The direct question-and-answer activities in this game helped students build self-confidence, courage to speak, and skills in interacting in meaningful social contexts.

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Furthermore, game-based learning such as Find Someone Who has been shown to increase student motivation, engagement in class activities, and active participation during the learning process. This game not only encourages students to speak but also provides opportunities to apply English in real-life, contextual ways.

Thus, the objective of this study has been achieved, which was to prove that the Find Someone Who game is effective in improving students' speaking skills. The results of this study also provide a positive contribution to the development of English learning strategies that are more communicative, participatory, and appropriate to the needs of vocational school students.

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