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Learning English Through Talk Hunt Media to Support Elementary School Students' Speaking Skills

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penggunaan media Talk Hunt dan kemampuan berbicara bahasa Inggris siswa kelas empat di MI Al Fithrah Surabaya setelah mengikuti pembelajaran menggunakan media tersebut. Desain penelitian menggunakan *one-shot case study* dengan 23 siswa sebagai subjek. Data utama diperoleh melalui observasi proses pembelajaran dan performa berbicara, serta wawancara dengan guru dan dokumentasi sebagai data pendukung yang mengontekstualisasikan proses. Kemampuan berbicara dinilai berdasarkan pengucapan, kosakata, tata bahasa, kelancaran, dan pemahaman. Data dianalisis secara deskriptif menggunakan skor dan persentase. Hasil menunjukkan bahwa pelaksanaan mencapai 89,06%, sangat baik, dan performa berbicara siswa setelahnya rata-rata 85,34%, juga sangat baik. Selama kegiatan, siswa aktif berpartisipasi dalam permainan dan berkesempatan menggunakan bahasa Inggris secara lisan, meskipun tantangan berupa keterbatasan waktu, rasa gugup, penguasaan kosakata yang belum merata, dan pengelolaan kelas tetap ada. Temuan ini menunjukkan bahwa Talk Hunt berpotensi sebagai media pembelajaran berbasis permainan untuk mendukung latihan berbicara bahasa Inggris pada pendidikan dasar. Karena tidak ada pretest atau kelompok pembandingan, hasil ini menunjukkan performa setelah pelaksanaan dan tidak dapat diartikan sebagai bukti sebab-akibat atas peningkatan kemampuan.

Kata Kunci: Bahasa Inggris; Keterampilan Berbicara; Media Pembelajaran; Media *Talk Hunt*

Abstract

This study aimed to describe the use of Talk Hunt media and the English-speaking performance of fourth-grade students at MI Al Fithrah Surabaya after participating in learning activities using the media. The study used a one-shot case study design with 23 fourth-grade students. Primary data were obtained through observations of lesson implementation and speaking performance, while teacher interviews and documentation served as supporting data to contextualise the implementation process. Speaking performance was assessed based on pronunciation, vocabulary, grammar, fluency, and comprehension. The data were analysed descriptively using scores and percentages. The findings showed that lesson implementation reached 89.06%, categorised as very good, while students' post-implementation speaking performance averaged 85.34%, also categorised as very good. During the activities, students actively participated in the game and had opportunities to use English orally, although limited time, nervousness, uneven vocabulary mastery, and classroom management remained challenges. These findings indicate that Talk Hunt has potential as a game-based learning media to support English-speaking practice in elementary education. Because no pretest or comparison group was used, the findings describe post-implementation performance and should not be interpreted as causal evidence of improvement.

Keywords: English Subject; Learning Media; Speaking Skills; Talk Hunt Media

INTRODUCTION

Speaking is an important language skill in learning and social interaction because it enables students to express ideas, exchange information, and communicate with others (Leonita et al., 2023). Speaking skills involve not only students' confidence in expressing opinions but also their ability to use linguistic elements appropriately so interlocutors can understand their messages (Taye & Teshome, 2025).

Speaking requires students to integrate several components simultaneously, including pronunciation, vocabulary, grammar, fluency, and comprehension. These five components can provide a more comprehensive description of speaking performance because students are expected not only to know language forms but also to understand stimuli and provide relevant oral responses (Zaim et al., 2020). For elementary school students, opportunities to use the language directly are essential so that learning does not stop at memorising vocabulary and sentence patterns (Istiantika et al., 2023).

English also provides broader access to information and developments in science and knowledge (Simas, 2026). However, speaking instruction at the elementary level presents challenges because students are still developing vocabulary, pronunciation, fluency, and confidence (Laila et al., 2023). Therefore, learning activities need to provide a safe, engaging context with repeated opportunities to speak.

Based on the teacher's initial observations during regular classroom instruction, some fourth-grade students appeared hesitant when asked to respond to questions or engage in simple English conversations. Some students needed time to recall vocabulary and construct simple sentences, while memorisation-oriented instruction did not always provide sufficient opportunities for oral practice. These initial observations served as the study's pedagogical context rather than as baseline scores or a pretest.

These conditions indicate a need for learning media that can expand students' opportunities to practice speaking. Educational games have been reported to help build elementary students'

confidence in using English (Ali, 2025). Interactive learning media can also enhance student engagement and make learning experiences more meaningful (Hartono et al., 2025). Reviews of gamified EFL/ESL instruction likewise report benefits for engagement and language learning, and gamification has also been examined in Indonesian madrasah settings in relation to engagement and language literacy (Ariani & Afrita, 2024). Thus, game-based media are relevant for organising speaking practice in a more active and communicative setting.

One media option is Talk Hunt, a ludo-like board game that combines pawn movement with language challenge cards. Challenges include naming or translating vocabulary and having simple conversations. The game structure gives students turns to respond orally, interact with peers, and receive feedback. Strategies combining play and communication are also relevant to the characteristics of English learning at the elementary level (Nurdianah, 2023). Talk Hunt has been used to enhance students' interest in learning English; however, studies describing MI students' speaking performance after its implementation remain limited (Wahyuni et al., 2026).

Previous studies on game-based media in English learning have reported positive findings regarding engagement and language skills, including the use of Bingo Bento (Salsabilla & Zuhdi, 2025) and Treasure Hunt (Hasnawati et al., 2025). However, evidence specifically describing the implementation of Talk Hunt for speaking practice among Madrasah Ibtidaiyah students and their performance in pronunciation, vocabulary, grammar, fluency, and comprehension remains limited. This gap matters because activities, challenge formats, and contexts of use differ across game-based media.

Based on this gap, the study aimed to (1) describe the use of learning activities through Talk Hunt media and (2) describe fourth-grade students' English speaking performance after participating in learning activities using Talk Hunt. The study's novelty lies in using Talk Hunt as a context for speaking practice in a Madrasah

Ibtidaiyah setting and in reporting post-implementation performance based on speaking-skill components. The study was not intended to establish a causal relationship, but rather to provide an empirical description of media implementation and students' performance after instruction.

RESEARCH METHOD

This study employed a one-shot case study design represented by $X \rightarrow O$. One group of students received the treatment in the form of learning activities using Talk Hunt media (X), after which their speaking performance was observed (O). This design was selected to describe the media's implementation and students' post-instruction performance. Because there was no pretest or comparison group, the design was not used to infer improvement or a causal relationship between using Talk Hunt and speaking skills.

$X \rightarrow O$

Notes:

X = implementation of Talk Hunt media in English speaking instruction.

O = measurement of students' speaking performance after using Talk Hunt media.

The study was conducted at MI Al Fithrah Surabaya with fourth-grade students in the 2026–2027 academic year. A total of 23 students who participated in the Talk Hunt learning sequence served as the research participants. The class was selected purposively because it studied English content aligned with the activities and challenges incorporated into Talk Hunt, providing a relevant context for the research objectives. The English teacher served as a supporting informant, providing contextual information about the learning process.

The primary research instruments were a speaking-performance observation sheet and a lesson-implementation observation sheet. Two observers used the speaking observation sheet to assess students' performance while completing oral challenges in the Talk Hunt game. The lesson-implementation sheet recorded the extent to which the learning activities followed the planned

instructional stages. Report information on instrument validation and inter-observer agreement based on the validation documents used in the study so the quality of measurement can be traced.

The observed speaking components included pronunciation, vocabulary, grammar, fluency, and comprehension. Pronunciation referred to the intelligibility of students' speech; vocabulary to the appropriateness of lexical use; grammar to the use of sentence patterns aligned with the lesson content; fluency to the smoothness of oral responses; and comprehension to the ability to understand instructions or questions and provide relevant responses. The assessment used a rating rubric that observers applied consistently to students' performance.

The primary data were collected through direct observation of 23 students during the implementation of Talk Hunt. Two observers assessed lesson implementation and speaking performance. Semi-structured interviews with the teacher and activity documentation were used as supporting data to explain student responses, facilitating factors, and implementation constraints. Interview and documentation data were not used as speaking-performance scores.

Observation data were analysed descriptively by comparing obtained scores with maximum scores, converting them into percentages, and interpreting them according to the assessment categories used in the instrument. Interview and documentation data were summarised to contextualise the observation results, particularly regarding student engagement, vocabulary difficulties, nervousness, time allocation, and classroom management. Interpretation was limited to post-implementation performance because the study did not include pretest scores or a comparison group.

Accordingly, the findings describe Talk Hunt implementation and students' speaking performance after participating in the learning activities, rather than estimating effect size or improvement attributable to the media.

RESULTS AND DISCUSSION

RESULTS

Implementation of Learning Activities Using Talk Hunt Media

Two observers observed the implementation of learning activities using Talk Hunt. The observation covered eight aspects: introductory

activities, class presentation, team formation, Talk Hunt game activities, student activities, tournament, team recognition, and closing activities. Each indicator was rated on a 1–4 scale, where 4 indicated very good implementation, and 1 indicated poor implementation.

Table 1. Observation Results of Learning Implementation Using Talk Hunt Media

No.	Observed Aspect	No. of Indicators	Maximum Score	Observer 1	Percentage O1	Observer 2	Percentage O2
1	Introductory activities	3	12	12	100.00%	8	66.67%
2	Class presentation	2	8	8	100.00%	8	100.00%
3	Team formation	2	8	8	100.00%	7	87.50%
4	Talk Hunt game	4	16	15	93.75%	16	100.00%
5	Student activities	6	24	21	87.50%	20	83.33%
6	Tournament	3	12	10	83.33%	10	83.33%
7	Team recognition	2	8	8	100.00%	8	100.00%
8	Closing activities	2	8	6	75.00%	6	75.00%
Total		24	96	88	91.67%	83	86.46%

As shown in Table 1, Observer 1 assigned a score of 88 out of 96, for a lesson-implementation percentage of 91.67%. Observer 2 assigned a score of 83 out of 96, equivalent to 86.46%. Combined, the two observations yielded a total

score of 171 out of a maximum of 192, for an overall average implementation percentage of 89.06%. Based on the study criteria, this percentage was categorised as very good.

Table 2. Summary of Learning Implementation

Observer	Obtained Score	Maximum Score	Percentage	Category
Observer 1	88	96	91.67%	Very Good
Observer 2	83	96	86.46%	Very Good
Combined	171	192	89.06%	Very Good

These results indicate that the teacher implemented Talk Hunt media in accordance with the planned instructional stages. During the introductory activities, the teacher opened the

lesson, communicated the learning objectives, and motivated the students. During the class presentation, the teacher introduced relevant

vocabulary and lesson content and explained the rules and procedures for using Talk Hunt.

During team formation, students were organised into small groups and received game materials, including a game board, dice, pawns, and challenge cards. The teacher then conducted Talk Hunt according to the planned procedures. The teacher provided guidance, gave students opportunities to participate, and offered feedback on their responses.

Student activities also demonstrated good engagement. Students attended to the teacher's explanations, understood the game rules, participated actively, collaborated with group members, showed enthusiasm, and had opportunities to use English orally. The activity continued with an intergroup tournament to reinforce the game experience. After the tournament, the teacher recognised the groups and motivated all students before closing the lesson through summary and reflection activities.

Although the overall implementation was categorised as very good, observer notes indicated that classroom management could still be improved, particularly during competitive game activities involving interaction among groups. Thus, the 89.06% implementation score

indicates that Talk Hunt could be implemented very well, while also highlighting aspects of classroom management that require improvement.

Students' Speaking Performance after using Talk Hunt Media

In the one-shot case study design, students' speaking performance constituted the outcome observation (O) conducted after the treatment (X), namely the implementation of Talk Hunt. The assessment involved 23 students who completed the learning activities. No baseline measurement (pretest) or comparison group was used; therefore, the findings describe students' speaking performance after participating in learning activities using Talk Hunt.

Observation of speaking performance yielded an average score of 85.34%, categorised as very good (Table 3). During the game, students showed enthusiasm, followed turn-taking procedures, and used English to complete the challenges. Assessment covered pronunciation, vocabulary, grammar, fluency, and comprehension. However, Table 3 presents aggregate scores; therefore, the results reflect overall speaking performance and are not used to claim that each component individually achieved the same percentage or category.

Table 3. Speaking Performance Observation Scores

Observer	Total Score	Maximum Score	Percentage	Category
Observer 1	98	116	84.48%	Very Good
Observer 2	100	116	86.21%	Very Good
Average	99	116	85.34%	Very Good

The average score of 85.34% indicates that students' speaking performance after participating in Talk Hunt-based learning was categorised as very good according to the assessment criteria used. The score represents the aggregate achievement across pronunciation,

vocabulary, grammar, fluency, and comprehension indicators. Because the available data in Table 3 consist of observers' total scores, interpretation focuses on overall speaking performance.

Observation notes indicated that, in pronunciation, some students produced words, phrases, or sentences that were sufficiently intelligible, although they still made pronunciation errors. In vocabulary use, students employed words related to the lesson content and game challenges, but some still required assistance when they forgot or had not yet mastered particular vocabulary items.

In grammar, students practised basic sentence structures aligned with the lesson content. Observations revealed that students could produce oral responses, though their grammatical accuracy varied. This variation is expected in elementary speaking instruction, where effective communication depends on students recalling vocabulary while forming sentences.

In the fluency aspect, some students addressed challenges immediately, while others hesitated to recall vocabulary or to formulate responses. Talk Hunt offered practice opportunities through its turn-taking system; however, limited instructional time meant speaking opportunities were not evenly distributed.

In comprehension aspect, students mostly followed instructions and understood the context of the game challenges. When they faced difficulties, some asked peers or the teacher for help. This suggests that the game activities demanded both understanding of stimuli and speech production before responding.

Overall, the 85.34% score indicates very good speaking performance after using Talk Hunt. This finding supports using Talk Hunt as an alternative media that provides opportunities for speaking practice. However, this performance score cannot be treated as evidence of improvement because the study did not measure baseline ability or employ a comparison group.

Supporting observation and interview data indicated that the game rules were relatively easy to understand because most students were familiar with board games. Group collaboration was evident when students who understood the material assisted peers experiencing difficulties,

while examples provided by the teacher before the game helped students understand the challenge procedures. These findings explained the implementation context rather than measuring changes in ability.

Several constraints were also identified. The duration of a single lesson meant that speaking opportunities were not evenly distributed; some students still appeared nervous, and limited vocabulary required some students to seek assistance when responding to challenges. The game also made the classroom noisier and therefore required more structured classroom management. These findings indicate that successful implementation of game-based media depends not only on the media design but also on time allocation, turn distribution, teacher support, and students' language readiness.

DISCUSSION

Talk Hunt situates speaking practice within a game structure involving rules, turns, and challenges. In the "My House" lesson, 23 students were divided into six groups and used a game board, dice, pawns, and challenge cards. When a pawn landed on a designated square, the student completed a task involving either a conversation or naming and translating vocabulary. This structure embedded English use within the act of playing rather than treating speaking as a separate activity after content presentation.

This characteristic is important in speaking instruction because speaking develops through opportunities to produce utterances and respond to interlocutors. Pronunciation, vocabulary, grammar, fluency, and comprehension are interrelated components of oral performance (Zaim et al., 2020). Talk Hunt provides a context in which students can activate these components simultaneously: they must understand a challenge card, select appropriate vocabulary, construct a response, pronounce it, and maintain fluency according to their current ability.

Observation notes on hesitation, pauses, pronunciation mistakes, and the need for assistance suggest that students' speaking

abilities varied. This aligns with (Suryaningrum, 2024), which links confidence and mastery of language skills to speaking proficiency. In this study, the game atmosphere provides a lower-pressure practice setting, though anxiety levels were not directly measured. Consequently, the affective filter concept is applied as an interpretive framework rather than a demonstrated factor in reducing anxiety.

The aggregate speaking score of 85.34% indicates that students demonstrated good oral performance after participating in the learning activities. This finding is consistent with studies of other game-based media, such as Bingo Bento for speaking instruction (Salsabilla & Zuhdi, 2025) and Treasure Hunt, which facilitated fluency, accuracy, pronunciation, and intonation (Hasnawati et al., 2025). These similarities suggest that game structures can provide opportunities for more active communication (Andriani & Syarif, 2021). Talk Hunt's distinctive feature in this study is its combination of a board game and challenge cards that require each player to provide an oral response when taking a turn.

Peer and teacher assistance observed during the game also relates to the zone of proximal development, where learners can complete tasks with appropriate support before performing them more independently (Anwar et al., 2024). In Talk Hunt, such support was evident when students asked for word meanings, received examples, or obtained pronunciation correction. Nevertheless, this assistance needs to be managed so that students do not become overly dependent on more proficient peers.

Turn-taking, challenges, group work, and recognition also reflect gamification characteristics that may support student participation. This finding is consistent with studies showing that game activities can enhance engagement and learning motivation (Khuluq et al., 2023; Amanda & Mulyani, 2025). However, this study did not measure motivation using a specific instrument. Therefore, the enthusiasm and willingness to speak observed during the activities are treated as observational findings

related to engagement rather than as evidence of increased motivation or confidence.

The identified constraints have practical implications that are as important as the performance scores. Turn-taking should be designed so that all students receive relatively balanced speaking opportunities; the number of groups and game duration should be adjusted to available instructional time; and teachers should prepare vocabulary support for students who need it. Classroom management should also account for the fact that competitive games may increase noise and intergroup interaction.

Academically, this study provides a description of Talk Hunt as a media for speaking practice in a Madrasah Ibtidaiyah context and reports favorable post-implementation performance. Practically, Talk Hunt may be considered an alternative for expanding students' opportunities to use English orally. Nevertheless, the one-shot case study design limits the strength of inference. Without a pretest and comparison group, the 85.34% score cannot be used to determine the magnitude of improvement or a causal effect of the media. Future studies should use a one-group pretest-posttest design or a design with a comparison group, along with a validated speaking instrument and reported inter-rater reliability.

Research Limitations

This study employed a one-shot case study design and therefore did not include pretest data or a comparison group. Consequently, the findings describe only lesson implementation and speaking performance after the implementation of Talk Hunt, rather than changes in ability or causal effects of the media. The available speaking data were also reported as aggregate scores; thus, quantitative comparisons across individual speaking components cannot be made without component-level scores. In addition, instrument validity and inter-observer reliability should be reported based on the available research documents.

CONCLUSION AND RECOMMENDATIONS

The findings show that learning activities using Talk Hunt media were implemented very well, with an implementation percentage of 89.06%. Students' aggregate speaking performance after participating in the learning activities reached 85.34% and was categorised as very good according to the assessment criteria used. During the activities, Talk Hunt gave students opportunities to use English through vocabulary and conversation challenges, collaborate in groups, and respond orally in turn. Observational findings also revealed pronunciation errors, pauses while constructing responses, nervousness, and limited vocabulary among some students.

Factors supporting implementation included students' familiarity with the game format, teacher modelling, the game-based learning atmosphere, and peer support. Constraints included limited time, unequal speaking opportunities, differences in vocabulary mastery, and classroom management during the game. Thus, Talk Hunt has potential as an alternative media for supporting speaking practice in Madrasah Ibtidaiyah/elementary school. However, because the study employed a one-shot case study without a pretest or comparison group, the findings cannot be used to conclude that Talk Hunt caused an improvement in speaking skills. Future research should employ a design that allows comparison of students' ability before and after instruction and should report instrument validity and inter-observer reliability more comprehensively.

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