

The Use of Yu-Gi-Oh Trading Card Game to Improve Speaking Skill

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ABSTRACT

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This study aims to investigate the effectiveness of the Yu-Gi-Oh Trading Card Game in improving students' speaking skill. The research was conducted at SMK Yadika 12 Depok and involved twelfth grade students in the academic year 2024/2025. This study employed a quantitative research method with a pre-experimental design, specifically a one-group pre-test–post-test design. The sample consisted of 16 students from class XII TKJ 2 who completed both the pre-test and post-test during the online learning process. The data were collected through speaking tests administered before and after the treatment. Students' speaking performances were assessed using a speaking rubric adapted from the Oral Proficiency Scoring Categories proposed by H. Douglas Brown, focusing on fluency, pronunciation, vocabulary, and interaction. The data were analyzed using a paired sample t-test to determine whether there was a significant difference between students' speaking scores before and after the implementation of the Yu-Gi-Oh Trading Card Game. The results showed that the mean score of the pre-test was 68.25, while the mean score of the post-test increased to 80.31. The t-test analysis revealed that the obtained t-value was 7.58, which was higher than the critical t-value of 2.131 at the 5% significance level ($df = 15$). Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. These findings indicate that the use of the Yu-Gi-Oh Trading Card Game was effective in improving students' speaking skill. The game-based learning activity provided students with opportunities to practice speaking actively in an interactive and low-anxiety environment.

INTRODUCTION

Speaking is one of the four essential English skills. As a result, English Teacher should be able to communicate effectively. This is significant because, according to (Menggo & Gunas, 2022) most students assess their language learning progress as well as the effectiveness of their English course depending on how much they perceive their speaking skills has improved. Speaking is a useful skill that involves the use of a variety of techniques such as pronunciation, vocabulary, grammar, and even accent. As a result, students who speak English well and frequently may believe that they have improved another ability related to speaking. Given that this issue may be more serious, students' speaking skills may not improve significantly if they rarely speak English.

Speaking, among the four language skills, should be taught in a specific way so that students become familiar to it. Every language, according to (Moore, 2023), is a meaning-making system that varies in expression depending on the context of use, providing a wide range of meaning options. It also refers to how to speak in a specific context, such as a purpose or another specific thing. Speaking isn't just about accent; it's about being able to communicate clearly and fluently so that the message can be delivered and understood. If the speaker lacks the ability to speak, the communication interaction will be disrupted. Speaking ability, according to (Chauhan, 2023), the power to express oneself in today's global world, or the ability to recount acts or situations in exact terms, or the ability to talk, or the ability to express a chain of thoughts smoothly, is defined.

Speaking is crucial not just as a communication skill, but also as a technique of fostering the acquisition of the mother tongue and the understanding of academic material, according to (Goh & Liu, 2023). They believe that speaking skills help learners to convey their objectives and responses to their teachers and peers, as well as express their feelings and study the language. (Hadi & Emzir, 2016), added to the discussion by stating that learners must study English language skills, which has been one of the most challenging subjects to master. (Yolanda & Hadi, 2019) To summarize, developing learners' speaking abilities generally requires them to talk. The goal of speaking instruction is to improve a student's ability to communicate.

English seems to have become the main language in numerous domains, including industry, military, business, tourism, transportation, sports, and international relations. In Indonesia, English is used as a foreign language. It is introduced into the national education curriculum, which is followed by all formal schools. It is considered the most appropriate subject in junior and senior high school, as well as a supplement to higher education and institutions. Each student faces unique challenges when learning English as a foreign language. English is difficult enough to learn for some foreign students in Indonesia. It's understandable because English is so different to the learner's mother tongue, especially in a country

where native British and American speakers are limited. The Indonesian student, as a foreign learner, was confronted with this situation. They were confused by the various pronunciations in each area, which differed in how the words were pronounced.

What makes it difficult to develop speaking skills in the classroom is that the activities that take place there do not provide opportunities for 5 students to speak. The teacher regularly repeats his or her explanations instead of enabling learners to practice the target language. The majority of learners' speaking exercises are dialog exercises, which are neither fascinating nor demanding. Only the students' turns in the dialogue must be memorized. Because there is no true interaction in the exercise, the main objective of learning English is not accomplished. This prevents students from improving their speaking skills because, rather than communicating, they memorize their lines and rarely improvise and communicate spontaneously. Learners must also talk as if they were in a real-life situation when studying English. The process of education should be purposeful.

Based on preliminary observations and informal interviews, many students experience difficulties in speaking English confidently in the classroom. They often feel anxious and reluctant to speak in front of their classmates, which limits their opportunities to practice speaking actively. In the classroom, speaking activities should motivate students to participate so that they can practice using the target language. The purpose of teaching speaking, according to Adem & Berkessa (2022), is to enhance the capability to interact effectively within this language. The activities, however, do not really inspire learners to speak up when employed in the classroom. In terms of communication, the activities are boring and inefficient. As a result, students frequently become disoriented and bored while learning English and make them hard to enhance their speaking skill.

Combined with the problem that we have today where the student and teacher can only see each other in video form, that makes the teacher and student have less interaction than before. This situation has created a new issue in the classroom when it comes to teaching speaking. To assist learners, enhance their speaking abilities, the teachers should provide engaging, challenging, and fascinating activities. Conducting communicative games is one of the many activities available. Students are likely to make better the target language in this way. They will have more opportunities to practice speaking English in a fun and communicative fashion.

Teachers and students are finding it difficult to interact directly in this pandemic situation, resulting in students who are not controlled by the teacher's learning. As a result, the best way to improve students' speaking abilities is for the teacher to create an engaging environment that attract students' interest with game. One of the reasons for choosing a game-based activity is that games encourage students to interact actively and reduce anxiety in speaking. The Yu-Gi-Oh Trading Card Game requires players to explain card effects, respond to opponents' actions, and

negotiate during gameplay. These activities naturally involve speaking interaction and negotiation, which are important aspects of speaking skills. Therefore, the Yu-Gi-Oh Trading Card Game is considered relevant and suitable to be used as a medium to improve students' speaking ability. The game that the researcher used in this study is called Yu-Gi-Oh.

Yu-Gi-Oh! is a Japanese trading card game that has gained international popularity. It was created by Kazuki Takahashi and first published in Japan in 1999. The game is based on the fictional universe depicted in the Yu-Gi-Oh! manga and anime series. The name "Yu-Gi-Oh!" translates to "King of Games" in Japanese. In the Yu-Gi-Oh! Trading Card Game (TCG), players use decks of cards representing magical spells, monsters, and traps to defeat their opponents. Each player starts with a set amount of life points, and the goal is to reduce the opponent's life points to zero. The game has evolved over the years with the introduction of new card sets, rules, and mechanics. Players can build their decks using cards from various sets, and there are tournaments and organized play events held worldwide.

Based on the problems described above, it is necessary to apply an alternative teaching strategy that can provide students with more opportunities to practice speaking actively and meaningfully. The Yu-Gi-Oh Trading Card Game offers an interactive learning environment in which students are required to communicate, explain actions, and respond to others during the game. These activities potentially support the development of students' speaking skills, particularly in terms of fluency, interaction, and confidence. Therefore, this study focuses on investigating the effectiveness of the Yu-Gi-Oh Trading Card Game in improving students' speaking ability.

LITERATURE REVIEW

Speaking is one of the four basic English skills and is often regarded as the most difficult skill to master compared to the others. This is because speaking requires learners not only to understand language theoretically but also to use it practically in real communication. Speaking functions as a bridge that allows people to convey ideas, thoughts, and feelings to others. Speaking refers to the process of transmitting and receiving information between individuals or among groups. Speaking involves the ability to organize ideas and convey meaning effectively through words and sentences. Furthermore, speaking can be understood as the ability to express oneself in particular situations, describe events or actions clearly, and explain a series of ideas fluently. When people speak, they express meanings, emotions, thoughts, and intentions. Based on the explanations above, it can be concluded that speaking is a complex skill that requires continuous practice and effort, especially for non-native speakers.

Speaking performance can be categorized into several types. Based on Brown, there are imitative, intensive, responsive, interactive, and extensive types of

speaking. According to Masuram and Sripada (2020), the features of speaking include connected speech, expressive devices, lexis and grammar, and negotiation language. Speaking ability consists of four main components: fluency, accuracy, pronunciation, and vocabulary. Grammar is the order of words into sentences to convey meaning. Vocabulary refers to the suitable diction used in communicating. The generation of sounds that are utilized to convey meaning is known as pronunciation. Oral fluency is the primary goal of speaking lessons. Comprehension is also essential to ensure that learners are actively listening and grasping what they are learning.

The English language has maintained its position as a global language. It is utilized as a common language among countries. Language is an essential element. We speak with people in order to convey our thoughts and to learn about the opinions of others. As a result, speaking abilities are extremely important for language learners of any language. The primary goal of speaking is to convey information. In general, there are four major goals to speaking: to inform, to entertain, to persuade, and to discuss. Teaching strategy is a broad plan for a lesson that outlines the objectives of the lesson's instructions, the desired student conduct, and the planned techniques that will be used to carry them out. Teaching methods are crucial since they decide whether or not the teaching process will be effective. Teachers should use interesting ways to keep students' attention. Students must not only study the theory but also practice a lot.

Games have been widely recognized as effective tools in language learning because they can increase student participation, promote social interaction, and encourage learners to take risks in the classroom (Birova, 2019). One example of a game that involves interaction and communication is the Yu-Gi-Oh! Trading Card Game (TCG). TCG is a collectible card game in which players engage in strategic duels using decks consisting of monster, spell, and trap cards. During gameplay, players are required to interact, negotiate, and explain their strategies, which creates opportunities for verbal communication. Playing the TCG can contribute to the development of students' English-speaking skills in several ways. Engaging in conversations during duels and participating in the gaming community can boost your confidence in using English. The casual and enjoyable nature of playing a game can create a low-pressure environment for language practice. Based on these characteristics, TCG is considered suitable for speaking instruction because it involves interaction, explanation, and negotiation.

METHOD

This research entitled "The Use of Yu-Gi-Oh Trading Card Game to Improve Speaking Skill: Conversation". Thus, the research consists of independent variable and dependent variable. Independent variable is variable that has affect to dependent variable in positive or negative, while dependent variable is variable that is influenced by independent variable. In this research, Yu-Gi-Oh Trading Card Game

refers as independent variable (X), meanwhile speaking skill as dependent variable (Y).

In this study, the term " Yu-Gi-Oh Trading Card Game " refers to a technique that helps students become more aware of speech processes and improve their performance. The writer will use Yu-Gi-Oh Trading Card game activities to enable the students prepare and organize their speeches, as well as master the vocabulary and tactics for improving their oral communication skills.

While speaking ability in this experimental research is defined as oral language proficiency of the students that will be improved through the implementation of Yu-Gi-Oh Trading Card Game. The improvement will be measured through both pre-test and post-test results that will be conducted before and after the experiment.

In this study, tests were used as the main instruments for collecting data. Specifically, a pre-test and a post-test were administered to measure students' speaking skill before and after the treatment. According to Mohammadkarimi (2022), a test is an instrument used to determine students' strengths and weaknesses in mastering learning materials. Tests are also used to measure learning outcomes and assign scores to students' performance.

Both the pre-test and post-test required students to perform a short speaking task in the form of a two-minute free speech based on a topic provided by the teacher. Students' speaking performance was assessed using a speaking assessment rubric. During the treatment stage, students participated in speaking activities through the Yu-Gi-Oh Trading Card Game. After the data were collected, the students' scores were analyzed based on the speaking assessment rubric.

This study was conducted at SMK Yadika 12 Depok, located in Depok, West Java, Indonesia. The participants of this study were twelfth grade students in the even semester of the academic year 2023/2024. The overall research process was carried out during the academic year 2025/2026, encompassing proposal preparation, instrument development, data collection, data analysis, and report writing. The data collection stage was conducted during late December 2025 and early January 2026.

After the data were collected, they were analyzed quantitatively. The data analysis focused on comparing students' speaking scores obtained from the pre-test and the post-test in order to determine the effectiveness of the treatment using the Yu-Gi-Oh Trading Card Game.

The scores from the speaking assessment rubric were first calculated to obtain each student's speaking score. The total score for each student was derived from the rubric scores and converted into a standardized score using the following formula:

$$\Sigma = \frac{\text{Score} \times 5}{\text{Highest score}} = \text{Score}$$

The obtained scores were then classified into several categories based on students' speaking performance.

After all scores were obtained and classified, the pre-test and post-test scores were compared to identify any improvement in students' speaking skill. To examine whether the difference between the pre-test and post-test scores was statistically significant, a paired sample t-test was employed. This statistical test was selected because the pre-test and post-test were administered to the same group of students.

According to Gay and Mills (2012), the t-test is an appropriate statistical technique for comparing the means of two related sets of scores.

RESULTS AND DISCUSSION

The treatment given to the students was learning activities using the Yu-Gi-Oh Trading Card Game. To collect the data, a pre-test and a post-test were administered as research instruments. The results of the pre-test and post-test were analyzed to determine the effectiveness of the Yu-Gi-Oh Trading Card Game in improving students' speaking skill. The summary of the pre-test and post-test results is presented in the following tables.

Table 1: The Student's Scores Before and After Using Yu-Gi-Oh Trading Card Game Method

	Students	Pre-Test	Post-Test	Gained Points
Total	16	1092	1285	193
Mean		68,25	80,31	12,06

The table shows that students' post-test scores were higher than their pre-test scores. The pre-test scores ranged from 60 to 77, while the post-test scores ranged from 72 to 86. The mean score of the pre-test was 68.25, whereas the mean score of the post-test increased to 80.31. This result indicates an improvement in students' speaking performance after receiving the treatment.

Table 2: The Distribution Frequency of Students Post-Test and Pre-Test

Score Interval	Pre-Test Frequency		Post-Test Frequency	
	Student's	Relative	Student's	Relative

60-69	9	56,25%	0	0%
70-79	7	43,75%	6	37,5%
80-89	0	0%	10	62,5%
90-100	0	0%	0	0%
Total	16	100%	16	100%

From the table above we can see the score distribution frequency percentage of student in pre-test and post-test, with the highest percentage being 62,5% (10 Students) with a score of 80-89 in post-test, while the lowest percentage being 0% with scores of 80-89 and 90-100 in pre-test and with a scores of 60-69 and 90-100 in post test.

Table 3: Pre-Test Analysis

	Students	Pre-Test Results (x)	x ²
Total	16	$\sum x = 1092$	$\sum x^2 = 74900$

Table 3 above shows that the result of $\sum x = 1092$ and $\sum x^2 = 74900$

a. Determining the Pre-Test (x) variables as follows :

$$x_1 = \frac{\sum x}{n} = \frac{1092}{16} = 68,25$$

b. Determining standard deviation score of (x) variables:

$$SDx = \frac{\sqrt{SSx}}{N-1}$$

$$SSx = \sum x^2 - \frac{(\sum x)^2}{N}$$

$$SSx = 74900 - \frac{(1092)^2}{16}$$

$$SSx = 74900 - 74529$$

$$SSx = 371$$

$$SDx = \frac{\sqrt{371}}{15} = 4,9$$

Table 4: Post-Test Results

	Students	Pre-Test Results (y)	y ²
Total	16	$\sum y = 1285$	$\sum y^2 = 103443$

Table 4 above shows that the result of $\sum y = 1285$ and $\sum y^2 = 103443$

a. Determining the Pre-Test (y) variables as follows :

$$y_1 = \frac{\sum y}{n} = \frac{1285}{16} = 80,31$$

b. Determining standard deviation score of (y) variables:

$$SDy = \frac{\sqrt{SSy}}{N-1}$$

$$SSy = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$SSy = \sum y^2 - \frac{(\sum y)^2}{N}$$

$$SSy = 103443 - 103201$$

$$SSy = 242$$

$$SDy = \frac{\sqrt{242}}{15} = 4,01$$

Determining t-test:

$$t = \frac{y_1 - x_1}{\sqrt{\left(\frac{SSx + SSy}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{80,31 - 68,25}{\sqrt{\left(\frac{371 + 242}{16 + 16 - 2}\right)\left(\frac{1}{16} + \frac{1}{16}\right)}}$$

$$t = \frac{12,06}{\sqrt{\left(\frac{613}{30}\right)\left(\frac{2}{16}\right)}}$$

$$t = \frac{12,06}{\sqrt{(20,43)(0,125)}}$$

$$t = \frac{12,06}{\sqrt{2,55}}$$

$$t = \frac{12,06}{1,59}$$

$$t = 7,58$$

In this study, the hypothesis testing was conducted using a paired sample t-test at the 5% level of significance ($\alpha = 0.05$). Since the number of students who completed both the pre-test and post-test was 16, the degree of freedom was calculated as follows:

$$df = N - 1 = 16 - 1 = 15$$

Table 5: The Result of Hypothesis of the Data

t-calculation	t-table 0.05%	Significant
7,58	2,042	Significant

Based on the t-table distribution at the 5% significance level with $df = 15$, the critical t-value was 2.131. The result of the t-test calculation showed that the obtained t-value (t_0) was 7.58, which is higher than the t-table value ($t_t = 2.131$). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

This result indicates that the use of the Yu-Gi-Oh Trading Card Game was effective in improving students' speaking skill.

The findings of this study were obtained from the results of the pre-test and post-test conducted at SMK Yadika 12 Depok. To test the research hypothesis, the data were analyzed using a paired sample t-test in order to determine whether there was a significant difference between students' speaking scores before and after the implementation of the Yu-Gi-Oh Trading Card Game method.

The result of the t-test analysis showed that the obtained t-value (t_0) was 7.58. Since the number of students who completed both the pre-test and post-test was 16, the degree of freedom was calculated as $df = N - 1 = 15$. At the 5% level of significance ($\alpha = 0.05$), the critical t-value from the t-table was 2.131. Because the calculated t-value (7.58) was higher than the t-table value (2.131), the null hypothesis

(H_0) was rejected and the alternative hypothesis (H_1) was accepted.

This result indicates that the use of the Yu-Gi-Oh Trading Card Game had a significant effect on improving students' speaking skill. The improvement can also be observed from the increase in the mean scores. The mean score of the pre-test was 68.25, while the mean score of the post-test increased to 80.31. This shows that students' speaking performance improved after receiving the treatment.

Based on the findings above, it can be concluded that the Yu-Gi-Oh Trading Card Game method was effective in improving students' speaking skill.

CONCLUSION

Based on the findings of this study conducted at SMK Yadika 12 Depok, it can be concluded that the use of the Yu-Gi-Oh Trading Card Game was effective in improving students' speaking skill. The improvement was identified through the comparison of students' speaking performance in the pre-test and post-test.

The result of the statistical analysis using a paired sample t-test showed that the obtained t-value (t_0) was 7.58, while the critical t-value (t_t) at the 5% significance level with a degree of freedom of 15 was 2.131. Since the calculated t-value was higher than the t-table value ($7.58 > 2.131$), the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Therefore, it can be concluded that the Yu-Gi-Oh Trading Card Game method significantly improved the speaking skill of the twelfth-grade students of SMK Yadika 12 Depok.

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