

THE ROLE OF GAMIFICATION IN STUDENTS' SPEAKING LEARNING ACTIVITY

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ABSTRACT

This research explains the implementation of gamification in learning speaking. Gamification is a learning method that uses game or game applications that have been specifically designed to assist in the learning process. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Qualitative case study research was used in collecting and analyzing the data obtained. Case study is a research methodology, typically seen in social and life sciences. The instruments were used to complete the process in collecting data were observation and interview. The participants in this research students of SMP IT AN NABA Bogor. The result of the study stated that the student are more interested with gamification in learning speaking. The conclusion of the research were gamification can be implemented and motivated the student in learning speaking

Keywords: Gamification, Learning Speaking

INTRODUCTION

Basically all English skills are important. Most of teachers emphasized the importance of learning speaking, Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information According to Thornburry Scott speaking skill is used in everyday life so English learners suggested to study it if they want to master a language. Gamification is a learning method that uses game or game applications that have been specifically designed to assist in the learning process. By using Gamification we can provide a stimulus to three important parts of learning namely Emotional, Intellectual, Psicomotoric. Gamification is one of the learning methods that is suitable for the conditions of today's digital based on (steve:2006) generation for the following three reasons: 1) Creating a Learning Environment that is fun and produces more students to learn. 2) Competition and teamwork in completing missions in the game application can also add a component of motivation to students. 3) Quick and specific feedback makes it easy for students to be given other appropriate ways to complete their assignments. Gamification

encourages students to take action; for example, motivating students to practice computer programming will improve their skills and motivation for students to memorize consistently can improve their knowledge.

METHOD

The research design of this study was classified into a descriptive qualitative research with a case study as a method. Edmonds (2017) claims that "Qualitative method represent a form of data collection and analysis, with a focus on understanding and emphasis on meaning. This method is often used to explore the 'how' and 'why' of systems and human behavior and what governs these behaviors. Specifically, it is a method for examining phenomena, predominantly using 'words' for data." Creswell (2008) stated that a case study 2.0 is an in-depth exploration of a bounded system (e.g. an event, activity, process, program or individuals) based on extensive data collection. Case study is a proper method to this study because this study is concerned to find out depth or detailed

information dealing with questions asked by the teacher.

FINDINGS AND DISCUSSION

In these findings, the researcher presented the result of research and analysis of collecting data.

Implementation of Gamification in Teaching Speaking

In this phase were three steps in implementing project learning in teaching activity during the learning process, there were:

a) Teaching Program Section 1

Teaching program 1 purposed to discuss the objectives of Project Based Learning which included challenging students' knowledge and experience, and also gave them facility for practice speaking. This section presented Plotagon application and explained the activity of individual project. Plotagon application gained students to speak in front of the computer and told about their own experience.

b) Teaching Program Section 2

This teaching program section 2 purposed to share what students have learned individually. This section explained collaborative learning. Meanwhile, the objectives of this section trained them to be active thinker, cooperate with others, responsible for the task to them, learned how to inform others and got an early feedback on result of learning process.

c) Teaching Program Section 3

This teaching program section purposed to create the discussion about the project. They had to share their result of group project in front other groups.

Teaching Program Section I

This learning activity was a different method with the others learning method as usual. On this learning meeting, the writer introduced technology based learning involving students have to utilize a laptop. The aim of learning using technology was to develop student's technological knowledge. On that occasion, the writer presented them a new application named Plotagon. The picture below was taken when introducing Plotagon application to present project based learning method.

That was the first time the students got a different learning method in English lesson. The writer introduced new application software in other to give a chance for them to practice in speaking English. The writer explained what Plotagon application and how to used it in learning activity.

S 1: *"...I think gamification is good for us because gamification can help us to understanding".*

Some of students claimed that was the first time they carried out learning project and it was interesting in practice speaking through using plotagon application

New experience on First Project

This picture below was taken by the writer during the activity of made an sentence about simple past tense.

On the first meeting during project based learning method, the writer asked students to make simple past tense. It concerned with syllabus of curriculum 2013 about Simple past tense. On this meeting, the student made personal simple past tense in learning activity. That learning project integrated the real-life tasks and projects which challenged the students to be more active in learning English. The aims of the study beside to comprehend them about past tense, it also gave students a chance to practice speaking individually to get awareness for their speaking ability. In this project, the writer guided them in speaking English in order to prevent students' pronunciation error.

S 2: *"...This gamification is very easy for learning, and over ther more advantages for us".*

Each student got their own positive feedbacks. One of them became aware with their pronunciation when recording a video project. It would decrease students' anxiety such as feeling nervous when their practice speaking.

Teaching Program Section II

After they understood how to make a project with Plotgaon application such in previous meeting, the writer distributed them into groups learning activity.

Group-Practicing on Second Project

The implementation could be developed by applying gamification which will be done by making groups and groups of three people on group, further preparation needs to be done gamification.

- a) The teacher invited students to imagine the application and read the rules of the game, then the students responded according to their understanding.
- b) The teacher asked students to make group of 2 person
- c) The teacher gave assessments for students based on learning
- d) Students started created their project on apps plotagon
- e) The students pursued their project and the teacher guide it
- f) The teacher rewarded each group who was able to complete project to present in front of his friend

The most important thing was students got positive attitude towards the activity on that project. As participant covered below:

S 3: *"...in my opinion, this method is very different because students nowadays prefer things like this because game-based students are more interested"*.

Both responses indicated that the students encouraged them to be better in speaking English. Therefore, students speaking ability can be improved if the students learnt to practice with require an effort over in significant period of time.

Teaching Program Section III

In this section meeting learning, they have done their assignment and ready to present their second project.

Students persued their project

In the activity of discussion and presentation the project, they showed the

result of their project. Presentation gave students opportunity to talk or communicate with others by using their own language.

This section aims to evaluate and also served as the indicator of what they had learnt during the implementation of the Gamification. One of the participant responded with comment such as:

S 4: *"...I think in this era a lot of students more interested learning method using by game"*.

One of participant covered his feeling that he got motivation in practice speaking through gamification. On the other words, practice using by game could be effective way to give student chance in their speaking practice.

The Students Response toward gamification

In this phase was the result of student interview to find student response during the implementation of Gamification based speaking project in classroom activity. The findings revealed that the students' opinions were classified into the learning environment, the activities in Speaking through Plotagon and the positive response of learning using Plotagon.

The Cycles Of Learning

First of all, the students expressed their positive attitude towards gamification into the English class because they were provided with a new and interesting learning model and more practice in speaking practices.

A number of students stated project learning using SOM which had implemented in the learning activity was something new. That learning project also made students feel interesting in learning English.

Enjoyable learning Condition

Some participants agree that learning using computer was practical, it did not limited by time and they could practice both in the classroom and out of the classroom so they would enjoy did the project.

S 5: *"...In gamification, there is a lot of convenience to understand and attract students' attention because if students do not use this*

gamification they are bored using the method before”.

This learning method was enjoyable for student because learning project through Plotagon application were simple tools and easy to use.

The Positive Feedbacks of the Speaking Skill Using Plotagon

During the implementation of video speaking projects both individually and groups, other positive outcomes were mentioned by some students in the interview and they were enhancing interest, motivating them to learn English and speaking, enhancing their pronunciation, and facilitating the students to get deeper learning in reflection. The students' responses were presented below.

Enhancing Interest

A number of students considered that ICT enhanced their Interest. They were more willing to express their ideas in the class and the comments were as follows:

S 6: “... I think it is make memore interest in speaking English and happy”.

One of the goals in learning English was students become felt confident in speaking English. Those positive responses indicated that learned and practiced speaking English by media and project, it enhanced their ability in speaking English.

Motivating them to learn English and Speaking

The responded from the all of participant above is that simultaneously they said be motivated them, gamification is certainly clearly able to maximize the learning activities in English where in the plotagon application is guided directly by the native speaker. This is their reason that researchers could conclude. The last answer is that of the four participants above, of course gamification makes more interest for students, nowadays of course students who live in this millennial era were not far away from gadgets and digital goods such as games where students were familiar with the mobile game games in the gadgets they use each and the researchers appear using the method of learning using the game method students were certainly very enthusiastic

about this learning method that fits their situation and is fun

S 7: “...It also fun because we can practice English (speaking) well and happy.”

Students' motivation in learning English, especially in learned to speak influenced by teacher support and variation in teaching English. That learning found most of them were motivate in speaking English because of the project.

Aware with pronunciation

Pronunciation cannot be separated with speaking activity. Speaking practice repeatedly made students aware with their speaking, especially with their pronunciation. As one of participant revealed below:

S 8: “...well there are native speakers that we can follow and immediately copy their pronunciation which can make our pronouncation better”.

Some participants got positive feedback in their pronunciation. This study found, roles of Plotagon application as a media gave students chance to speak English more and repeatedly until they felt better in pronounce the words.

The first step was students made individually project. On this occasion, each student made a personal sentence with simple past tense theme based on the syllabus of curriculum 2013 and it was related to their real-life experience of the past as well. It found, ICT integrated the real-life tasks and projects which are related and meaningful to the students and the curriculum. As Westwood (2008) suggest “Project Based Learning is an authentic learning model or strategy in which student plan, implement, and evaluate projects that have real life applications beyond the classroom”. On that meeting, the writer asked the students to make project through Gamification, which the result of the project was video.

The second step, the writer asked the students to have collaborative learning. The writer divided students into five groups

which consist of two until four persons. As Westwood (2008, p. 33) defines "Project based learning is a learning method which the content or focus of the study is authentic; the students are encouraged to think and reason independently, the work may involve cooperation and collaboration with others and may or may not involve the use of ICT". On that meeting, student worked in collaboratively learning on their group project and involved technology such as laptop and new application to make video project.

The third step was presented the result of their group project. Every group showed and presented their project result for seven minutes. During recent years, the enhancement of software via design features borrowed from (video) games, also known as "gamification" [2017, K. Huotari, J. Hamari, pp. 3025–3034], has become a notable development in many software engineering projects [J. Hamari, J. Koivisto, H. Sarsa pp. 3025–3034]. On that meeting it forced student to speak English by their own words

CONCLUSIONS

Based on the result of research that has been done, the researcher draws the conclusions as follow:

- 1) The method of using gamification were applied by the students in classroom activity. The students used it effectively as excited, expressive and responsive. They used the gamification in personal,

open- ended and closed- ended teacher questioning and gamified product. They responded by open ended response, silence, confusion and happier.

- 2) From the finding of the research, the researcher found good responded was used by the students in the classroom activity. However, the students very interested in this method and they were very happy to receive new learning they did not like to receive before. They also responded by open ended response, silence, confusion and happier.

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