

## TEACHING INDONESIAN SPEAKING SKILLS WITH GAMIFICATION APPROACH

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### ABSTRACT

Speaking skills are essential language skills to master in the digital era. Indonesian teachers are therefore challenged to develop approaches and materials according to the development of students in this era. Gamification is an approach that Indonesian language teachers can develop to be more effective and make students involved in learning. This study intends to further explore gamification's effectiveness in learning speaking skills. The research is a quasi-experimental study involving 34 students of class XI IPS MAN 4 Jakarta in one learning session. All students were involved in total sampling and received treatment as a whole without a control group. The data were observed using a questionnaire according to the curriculum target and analyzed by frequency distribution. The results showed that gamification improved students' abilities, learning motivation, and engagement. The implication is that the gamification designed in this study can be further developed in accordance with the study's limitations. The game can also be developed digitally.

**Keywords:** *gamification, speaking skill, Indonesian language, digital era.*

### INTRODUCTION

Speaking and communication skills are important in facing the digital era. The development of the era of disruption 4.0 and society 5.0, marked by the demands of individual agility, turned out to provide a place of success for people who could spread their ideas in front of the

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public. The phenomenon of the success of influencers is an example of how ideas are discussed through digital media. What is known as public speaking 4.0 is a sign of the importance of this speaking skill (Hartatik et al., 2021). In this era, speaking skills are one of the soft skills that must be mastered by millennials in social life and the world of work. Therefore, public speaking skills are important for students to learn and master. Speaking is the act of conveying information and/or feelings in a conversation. In other words, speaking conveys what is being said (Torky, 2006).

Speaking, therefore, occurs directly in the context of time. Talking occurs between speakers who deliver messages to listeners, who then respond. Speaking is therefore an exchange of information and views that connect the speaker and listener in a particular social relationship. Therefore, it is not surprising that speaking is the most effective skill in communication (Leong & Ahmadi, 2017; Baharman et al., 2021). But unfortunately, speaking, in general is a frightening specter for many people (Baharman et al., 2021; Bams et al., 2018; Burns, 2019). Lack of self-confidence, lack of insight and knowledge, not being accustomed to expressing ideas, and other factors are often put forward as factors that cause their inability to speak. Responding to this, teachers need to work hard to develop their skills in processing the learning process so that it becomes more flexible and interactive, like a game that attracts games on gadgets that are full of technology. In this case, Indonesian language teachers are challenged to make students have technically good Indonesian language skills to communicate well.

Teachers are required to be extraordinary. Not only broad-minded and technologically literate, teachers must play an inspiring role by becoming a learning partner for their students. In the context of learning speaking, teachers need to empower speaking skills effectively and professionally (Baharman et al., 2021; Hernández-Prados et al., 2021) by anticipating reinforcement in the classroom (Burns, 2019; Goh & Burns, 2012). Teacher needs to find a combination of various things required in speaking skills into a single unit that is given at the same time (Burns, 2019). This means that students need to know the topic of conversation, have core speaking skills, and experience communication situations at the same time. Gamification is an innovative approach with several advantages (Hernández-Prados et al., 2021).

Gamification is the implementation of games into non-game contexts to add experience and increase learning effectiveness (Burlian et al., 2019). Language and culture cannot be included in the category of

game context because they are usually learned from books and formal studies as well as from interactions in social life. Several studies show that gamification effectively meets educational or learning goals (Burlian et al., 2019). In learning speaking and communication skills, games can train students' communication skills and increase the amount of speech and qualitative language results (Reitz et al., 2016) because games can propose fundamental communication skills. Games also benefit students by increasing motivation, developing positive attitudes and performance, increasing cognitive abilities, increasing social interaction and independence in the classroom, and of course competency competition during the learning process (Rahmani, 2020).

This gamification in the context of language learning can be both digital and non-digital games, including all game elements that can increase student involvement and participation (Maloney, 2019). This research is interested in further exploring the effectiveness of games in learning Indonesian speaking skills. There has been relatively little research on this subject, especially concerning to learning Indonesian, especially speaking skills. So, it can be said that research and discussion about gamification concerning the improvement and effectiveness of learning are still very open (Hernández-Prados et al., 2021).

## LITERATURE REVIEW

### Speaking skills

Speaking skill is one of the four language skills that are important to master. Even speaking is the most important skill of the four language skills (Masuram & Sripada, 2020; Segura Alonso, 2012). As a language skill, speaking is understood in two approaches, namely, bottom-up and top-down. In the bottom-up approach, speaking has traditionally focused on perceptive motor skills. Auditory signal production is designed to produce different verbal responses in listeners. Sounds are systematically combined to create meaning. As a result, teaching speaking starts from the smallest unit of sound to words and sentences to discourse (Bygate, 1998; Cornbleet & Carter, 2001; & Hs, 2008). This approach seems to ignore the social aspects of speech and it would be difficult for us to observe the psychomotor processes in the reality of conversation. The second top-down approach explains that speaking is an interactional skill involving communication decision-making (Bygate, 1998). Speaking in this approach is defined as a process of two or more interactions at the same time and in the same environmental context. According to (Kayi,

2006), speaking is a process of constructing and sharing meaning by using verbal and non-verbal symbols in various contexts. (Harmer, 2007) defines speaking as an activity that occurs when two people converse with each other and share ideas, thoughts, or views. (Brown, 2001) speaking is an interactive process of meaning construction that causes the production, reception, and processing of information that includes several language components (spelling, pronunciation, vocabulary, and punctuation).

Luoma (2004) defines speaking as an interactive process in constructing meaning that involves producing, receiving, and processing information according to the context of the situation, environment, and purpose of speaking. Thus, it would be better to encourage students to participate in oral discourse and develop skills in small units. Although in some settings, the direction and function of conversation in the scenario in issue are still predictable, it may occur spontaneously, openly, and over time. This second approach is used in this study by including defining speaking skills as an interactive process in conveying messages so that they can be understood and influence listeners either with free expression or arranged according to the context of the situation. (See also for example (Asriandhini et al., 2020). This definition is important to direct to be a part of the communication process because students currently need preparation to face life in the 21st century (Hartatik et al., 2021) which emphasizes one of them. speaking and communication skills (Wardani et al., 2018). Mastering these speaking skills will increase social value and self-presentation in his global life, especially when he shares his ideas or views in any field (Gouda, 2021; Mandaria, 2020).

## **Gamification**

Gamification can be understood as an effort to apply the principles and components of the game into a non-game context, which in this case, is the teaching and learning process which usually takes place formally. This is intended to strengthen the practice and effectiveness of learning and relate it to real-life experiences (Burlian et al., 2019). Real-world illustrative creativity causes gamification to be known as one of the innovative approaches in the teaching and learning process (Hernández-Prados et al., 2021). So as not to confuse in understanding this, Gamification is intended to increase student motivation and engagement through game design (Burlian et al., 2019). Traditional methods of education and learning are designed to be passive students. The teacher

trains and familiarizes students before testing their abilities and achievements based on students' cognition and memorization of what the teacher has conveyed. Teachers rarely consider learning styles and non-technical things that affect the test process. To get the best score, it is not uncommon for students not to be late, which can affect their test results (Maloney, 2019). Students, in the process, actually act more as objects of learning.

In gamification, students are fully involved and become actors in their learning. This is possible because, in the game, all students can be involved and contribute to the activity. The game is designed to illustrate the world in its principles so that students can also learn how to make decisions and solve problems, in addition to the competencies required for teaching materials. Initially, gamification was based on game mechanics that prioritized aesthetics and reasoning but did not eliminate the recreational aspect (Burlian et al., 2019). Practically, students don't need boring textbooks. What is needed is how students can be involved in exploring their potential to develop into trained competencies because they are engrossed in exploring their learning resources (Maloney, 2019).

Therefore, to include games in the curriculum, game elements such as competitions, game sets, prizes, and plots must be included so that collaborative, relaxed, and dynamic elements can decorate the learning process. Device support and challenges must contain points, feedback, and prizes for winners to attract students to the game. To include it in the curriculum, the scenario must be relevant to the real world and competency targets and of course, the interaction between fellow players must be found so that they continue to interact continuously in the game (Burlian et al., 2019). Although language learning is not a game category, gamification is believed to effectively achieve language learning targets (Burlian et al., 2019). What is needed is how students can talk as much as possible to produce views on problems that are real in the game (Reitz et al., 2016). Through games, students can be motivated, emotionally positive, and independent (Rahmani, 2020). Gamification is more digital than non-digital, but the most important principle of this gamification is student involvement and participation (Maloney, 2019). This research is designed offline as a preliminary study will be developed further.

## **RESEARCH METHODOLOGY**

This research is quasi-experimental research with a playgroup design. The population is class XI IPS MAN 4 Jakarta totaling 34 people in total sampling. The participants were given offline treatment without a control group because the school was still in the PTMT learning process. The game is arranged in the form of command cards like a monopoly game and is named Yuk Sama-Sama Skilled Talk (YS-Tc). The game tools consist of dice, prizes in the form of colored medals, and 30 command cards which are teaching materials and practical assignments. This game can be played individually or in groups. Observation instruments are arranged based on the curriculum target. The elements needed in speaking include verbal and non-verbal aspects, gestures, perceptions of competency achievement in the fields of speech, discussion, and news readers. The observation tool is self-report to help the daily observations from the teacher who facilitates the process. Data were analyzed by frequency distribution.

## **RESULTS AND DISCUSSIONS**

### **Results**

The research was conducted out in a limited face-to-face learning process involving 34 students from class XI IPS. The lesson will be held on Thursday, April 2022. The gamification treatment lasts approximately two hours. Participants were divided into five groups. The game begins with an explanation of the game. A group of dice players begins the competition-style game. To assign the responsibility of carrying out the instructions on the command card to the group in the order count, the dice are shuffled and shown the numbers. There are 30 command cards, and all of them keep students engaged. Students are eager to find answers and practice according to the commands on the cards. Students/groups of students who get assignments will be given a score in the form of awards from colored medals that are given several points according to color. According to level, there are three colors: golden yellow, which represents students or groups of pupils that have received high marks from another group; white represents the normal level; black indicates poor when delivering work. At the end of the game, all points are collected, and the winner is given a victory celebration. Before the game ends, the facilitator invites students/groups of students

to explore the meaning of the game through an ice-breaking game given by the facilitator. At the end, students were given a self-report observation questionnaire based on the content of the learning targets. The observation instrument contains ten aspects, including overcoming the fear of speaking, fluency in expressing ideas, how to argue, verbal and non-verbal compatibility, intonation, speech practice, MC practice, radio broadcaster practice, moderator practice, and use of non-verbal. Self-report questions start with the sentence "after participating in this game I...".

**Table 1.** Summary of Gamification Self-Report Frequency Results on Speaking Skills (in %)

| Indikasi      | Rasa Takut | Kelancaran | Argumen | Verbal-Non | Intonasi | Pidato | MC    | Radio | Moderator | Non Verbal | All Aspek |
|---------------|------------|------------|---------|------------|----------|--------|-------|-------|-----------|------------|-----------|
| Tidak Sesuai  | 2.9        | 5.9        | 0       | 2.9        | 0        | 2.9    | 5.9   | 2.9   | 2.9       | 2.9        | 2.941176  |
| Agak Sesuai   | 17.6       | 23.5       | 14.7    | 23.5       | 23.5     | 17.6   | 17.6  | 32.4  | 29.4      | 23.5       | 22.35294  |
| Sesuai        | 67.6       | 52.9       | 58.8    | 55.9       | 52.9     | 44.1   | 52.9  | 47.1  | 47.1      | 55.9       | 53.52941  |
| Sangat Sesuai | 11.8       | 17.6       | 26.5    | 17.6       | 23.5     | 35.3   | 23.5  | 17.6  | 20.6      | 17.6       | 21.17647  |
|               | 100.0      | 100.0      | 100.0   | 100.0      | 100.0    | 100.0  | 100.0 | 100.0 | 100.0     | 100.0      | 100       |

From table 1, it is found that in the aspect of overcoming the fear of speaking, it was found that there were 2.9% of students (1 person) who had not been able to overcome their fear, 17.6% had begun to be able to overcome fear, 67.6% could overcome fear, and 11.8% were very capable of overcoming their fear of speaking. In the aspect of fluency in expressing ideas, there are 5.9% of students (2 people) who have not been able to develop their speaking fluency, 23.5% have started to develop speaking fluency, 52.9% can develop speaking fluency, and 17.6% are very fluent in speaking when conveying his ideas. In the aspect of how to argue, no one cannot give their argument well. The rest, 14.7% have started to be able to explore arguments, 58.9% can argue well, and 26.6% are very capable of arguing when speaking. In the aspect of verbal and non-verbal compatibility, there are 2.9% of students (1 person) who have not been able to adjust verbal and non-verbal skills in speaking, 23.5% have started to be able to adjust verbal and non-verbal when speaking, 55.9% can adjust verbal and non-verbal when speaking, and 17.6% are very able to adjust verbal and non-verbal when speaking. In the aspect of intonation, no one can adjust intonation with the intent and direction of the conversation. The remaining 23.5% were able to adjust the intonation with the intent and direction of the conversation,

52.9% were able to adjust the intonation well with the intent and direction of the conversation, and 23.5% were able to adjust the intonation with the intent and direction of the conversation very well.



**Figure 1.** Speaking Training with gamification

In the aspect of speech practice, there are 2.9% of students (1 person) who have not been able to practice speaking in speech, 17.6% have started to be able to practice speaking in speech, 44.1% can practice speaking in speech well, and 35.3% can practice speaking in speech very well. In the aspect of MC practice, there are 5.9% of students (2 people) who have not been able to practice speaking as an MC, 17.6% have started to practice speaking as an MC, 52.9% can practice speaking as an MC well, and 23.5% can practice speaking as an MC very well. In the aspect of radio broadcasting practice, there are 2.9% of students (1 person) who have not been able to practice speaking as a radio announcer, 32.4% have started to practice speaking as a radio announcer, 47.1% can practice speaking as a radio announcer with good, and 17.6% can practice speaking as a radio announcer very well. In the aspect of moderating practice, there are 2.9% of students (1 person) who have not been able to practice speaking as a moderator, 23.5% have started to be

able to practice speaking as a moderator, 47.1% can practice speaking as a moderator well, and 20.6% can practice speaking as a moderator very well.

In the aspect of non-verbal use, there are 2.9% of students (1 person) who have not been able to demonstrate the ability or use non-verbal skills when speaking, 23.5% have started to demonstrate ability or use non-verbal skills when speaking, 55.9% can demonstrate ability or use non-verbal skills when speaking well, and 17.6% can demonstrate ability or use non-verbal skills when speaking very well. While the average of all aspects shows that there are 2.9% of students (1 person) who have not been able to feel an increase in speaking skills through gamification, 23.5% have started to feel an increase in speaking skills through gamification, 55.9% can feel an increase in speaking skills and speak well through gamification, and 17.6% can feel an increase in speaking skills through gamification very well. This is in line with research related to gamification in language learning that students can be more motivated, emotionally positive, independent, actively involved, strengthen practice, more real, and effective (Backlund & Hendrix, 2013; Burlan et al., 2019; Gultom, 2021; Maloney, 2019; Osipov et al., 2015; Rahmani, 2020; Reitz et al., 2016).

## **Discussions**

This finding is explained through the results of the learning evaluation towards the end of the session that students feel more relaxed, happy, involved, and the benefits are felt because they get direct examples and can give each other input. The game's competitive nature makes students feel motivated to show their abilities. Learning becomes more interesting and interactive. At this point, gamification's didactic implementation and evaluation get its validation. Students believe they favor this approach to learning. Students claim that the little time allotted by the class hours makes the game feel constrained and prevents them from exploring and practicing speaking abilities for longer. The research perceives this as a limitation in design and opportunity. The games designed are not only role-playing. Even more than that, they also include a problem-based learning approach according to the case in question. The load becomes difficult to convey if only in one lesson session.

However, the findings in this study open up further opportunities for exploring and developing further games related to teaching materials. The principle of student learning-centered learning that exists in

gamification becomes more of a distinct advantage. Students start from the perception related to their previous skills and close the game with a better perception interactively. Involvement in the game makes students feel more courageous and not ashamed to develop their skills and explore their speaking abilities. An understanding of the technique and content of the conversation is explored and gets direct feedback through peer assessment in the game. In addition to individual experiences, Students feel that interactions in groups are more active in a competitive gaming environment.

## **CONCLUSION AND SUGGESTION**

This research has demonstrated the role that games and gamification can play in improving learning effectiveness in general, particularly with regard to speaking abilities. Gamification in this study not only increases students' motivation and involvement in the teaching and learning process, but students also perceive it as being able to improve their speaking skills. Instead of mentioning difficulties in language skill performance, exploring aspects of speaking skills through gamification finds its significance and can be developed in further research so that it can be produced as a digital android game.

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