ENHANCING STUDENTS’ ORAL ARTICULATION IN ENGLISH BY USING GAMIFICATION: STUDENTS’ PERCEPTION

1. Mut’ian Ridhon
2. Sholihatul Hamidah Daulay

1,2 Universitas Islam Negeri Sumatera Utara, Indonesia

Abstract
Gamification offers various types of learning English especially oral articulation. Oral articulation or pronunciation is often a big problem in learning English. Therefore, the students must be able to speak up with good articulation like a native speaker. One of gamification that can help students in learning pronunciation is ELSA Speak Application. The study aims to know students’ articulation and students’ perception in learning English articulation by gamification. This application is used to train students’ oral articulation to match articulation of native speakers. This study uses qualitative descriptive and the data is taken through observation and interview. The participant consisted of 20 students at the 9th grade of Junior High School in Medan. Based on the results of the interview, the students admitted that gamification can improve articulation in English. In addition, gamification raises confidence in pronouncing English vocabulary. In conclusion, the students have positive experience in learning English pronunciation or articulation by using gamification. They agree that learning with gamification makes it interesting and fun. Thus, learning the pronunciation of English vocabulary through the ELSA Speak application can improve the articulation of English vocabulary.

Keywords
Articulation
Gamification
Students’ perception
ENHANCING STUDENTS’ ORAL ARTICULATION IN ENGLISH BY USING GAMIFICATION: STUDENTS’ PERCEPTION

Introduction

In digital era, the technology as supporting media in learning. The development of the world today shows a tendency that in the context of future education, each individual will be faced with challenges and needs that are not will be fully fulfilled through the education system conventional. Art and knowledge have essentially relationship and mixed with each other as advanced science and technology, symbolized by virtual reality technology, has continued to progress (Wei et al., 2019). To some extent, technology can alter the cognitive activity of digital media art makers, allowing them to create more joyfully. People's cognitive abilities will fluctuate dramatically throughout time. The thinking logic and space-time notion of digital media art artists have evolved dramatically as a result of information technology, virtual reality technology, and artificial intelligence technology. Y. Gong, Y. Gong, Y. Gong (2021).

Utilizing digital technologies in the classroom opens up new opportunities for planning the structure and subject matter of the educational process, creating personalized learning paths, and shifting students’ attention from passive consumption of digital sources to active innovation. However, the needs of the digital education environment place new demands on educators in terms of mindset, worldview, and methods of working with pupils. A. R. Drozdikova-Zaripova, E. G. Sabirova (2020). There are now numerous language education techniques available. Using which e-learning is one of the good options for enhancing the achievement of educational activities. because gamified e-learning offers an interesting learning experience and is not repetitive. According to Esteve, Pereira, Veiga, and Vasco (2018), gamification-based learning (GBL) can make the classroom engaging, interesting, and productive. By use of online courses, educators and cadets can connect from various areas. With the use of technology, you may develop a cadet's passion for learning in addition to facilitating the learning process itself, making things easier and more effective. Sartini (2020). Gamification is a type of digital technology that can be classroom.

In recent years, gamification has been applied increasingly extensively in the fields of economics, marketing, producing, and education. Making the government- or authority-designed teaching process more fun is part of the gamification process for behavior changers, which is used in the field of education. To be specific, when gamifying education, mobile games should be incorporated to curriculum to impact students' behavior along positive ones. Yıldırım, i., & Şen, S. (2021). Finally, spite of the importance in gamification or the use of game technology in education general, this study area is stable in its infancy and has a lot of room for expansion, especially in the context of higher learning (Lilia, R., & Elena, T, 2019).

Extensive research has been conducted to look into the various effects that gamification may have on EFL pronunciation acquisition in relation to its possible advantages. Most of these studies have documented the educational advantages
of gamified articulation learning, particularly increases in learning performance using a variety of research techniques (Rosyid, A., & Hidayati, P. S. (2020), Gamifying an online course management system for pronunciation instruction (Barcomb, M., & Cardoso, W. (2020), Using gamification on mobile devices to support vocabulary growth (Fithriani, R. 2021). By concentrating on students' perceptions and the efficacy of gamified articulation learning via smart phones, this study to investigate students’ perception related to English articulation growth as a posteriori in learning English. The following research issues were addressed explicitly in this study, namely: What is student’s perception of learning English articulation by mobile gamified?

**Method**

This study conducted qualitative descriptive. Designed to explore students' perception of using ELSA Speak software in learning English articulation. With the help of words and language in specific, natural circumstances, qualitative research aims to comprehend aspects of what the study subject experiences, such as attitude, perception, motivation, and holistic action. In order to understand more about the students' experiences using the ELSA Speak application for learning, this study looked into how they saw themselves to be the research's topic. This was comparable to Creswell's (2012) statement that qualitative analysis is used to explain situations by focusing on the big picture rather than analyzing them into individual variables. The researcher did the research at IX grade of Junior High School in Kota Medan. To collect the data, the researcher did interview with some students and to explore students’ experience in learning English articulation by Elsa speak application. To analyze the data, the researcher analyzes the result of students’ interview.

**Results**

There were five meetings held to perform this study. The tutor's use of the Elsa Speak application to teach articulation was observed during the teaching and learning process. Here was more information over how Elsa Speak was used in the classrooms. On May 20th, 2022, the first meeting was held, and the material was produced voice (mono short and long vowel sound). The teacher presented the Elsa Speak program as one that was employed in learning at the beginning of a course. The instructor needed additional opportunities to discuss how to utilize this application because of students were unfamiliar with it. The second meeting was conducted on May 23, 2022, and this time the students used the Elsa Speak app in the classroom. In this session, the students understand how to operate it and were able to prove the material's ability to make trip thong noises. The third meeting, which took place on May 25, 2022, used substances that created consonant sounds. The following meeting was held on May 27, 2022, and the output was sound and consonant. The most recent meeting took place on June 2, 2022, and the topic was a proximal component (intonation, phase, pause, stress, and prominence).

Nine students were interviewed after the most meeting held about the use of the Elsa Speak application, as well as its advantages and disadvantages. The student interview was recorded and later typed up. The results of the interviews were grouped terms of benefits and disadvantages of using Elsa Speak to teach pronunciation.
Over the course of their observations, the authors found a new cycle for teaching and exercising students' pronunciation. This cycle started with recording, and received, revised, and repeated. Learners first documented their words, utterances, and utterances during the recording stage. The Elsa Speak app offered a sentence to read, a theme to elaborate on, and a question to respond to. As a result, the students don't have to fight to think of ideas to discuss, but they'll need to manage their ideas in relation to the materials from Elsa Speak that were provided. Receiving was the second stage, where students listened to their recorded sound and performed self-evaluations. In additional to the voice tapes, Elsa Speak offers a text of the students’ conversations. Additionally, it offered the wound that forecasted in terms of success rates.

Elsa offered a variety of options during the third stage of revision. First, Elsa would prompt pupils to edit and repeat their speech if they veered on subject or did not read the exact same text. Second, if the percent was weak, Elsa would offer them the choice of leaving the score or re-recording the sounds using her comments. Third, despite high percentage of student speaking, Elsa nevertheless gave the students the choice of reproducing their talk for a higher grade or maintaining their current score. During this revision process, the teacher also provided feedback to help the sound.

The following step involved reproduction. The students recorded their talk also using Elsa after finishing up their revisions. Students were free to recite their speeches as many times as needed to receive the grade you desired before turning it in to the teacher. The students' confidence increased as a result of this circumstance. In the class that was being observed, students were joking and conversing with each other about the sound they recorded after doing revision. This procedure helped students become more self-assured and capable of producing a standard English sound.

Another finding from the observation was that the learners appear to be enjoying their learning. Students appeared to be having a lot of fun while recording their personal sounds and listening to them. This is likely because they were free to speak without fear of being directly evaluated by a teacher, which might make them more nervous. Additionally, students had the chance to provide their friends with peer input. This peer review helped the students feel at ease and removed from the pressure that comes from instructor evaluation.
Interviews with students on their opinions of the use of the ELSA Speak Application in the articulation course also produced findings. The transcript that follows shows the student responses:

Q 1: What did you get after learning English pronunciation by gamified application or ELSA application?

S 1: I want to use this software to practice my speech. The ELSA Speak application makes learning easier and more convenient for me. As a natural speaker states, my speech may be easily updated and improved. I practice a lot and have a large vocabulary.

S 2: I like using ELSA speak software for learning. I think using this program will help me talk more clearly. Even big sentences in English are easier for me to learn.

Q 2: Does gamification can improve your articulation?

S 1: Yes, gamification can improve my articulation because so many item available in that application.

S 2: Yes, gamification could improve my speech because we learn by enjoying dan happy. And I myself so interested with this learning style.

Q 3: What is your obstacle in learning English Pronunciation by gamified application?

S 1: actually we like to learn English pronunciation with the Elsa Speak application, but sometimes this application can load because the internet signal is less stable.

S 2: one of them is the internet signal. besides that, this application uses internet vouchers which sometimes can make them run out quickly.

Based on interview above, students have good experience in learning English articulation by Elsa Speak application, and they argue that learning English articulation by application can make enjoying in learning. Even though, the internet network is one of students’ obstacle in learning.

Discussion

Elsa Speak Application can make learning easier and confident

According to the recognition of students who said that “I want to use this software to practice my speech. The ELSA Speak application makes learning easier and more convenient for me. As a natural speaker states, my speech may be easily updated and improved. I practice a lot and have a large vocabulary”. Based on quote 1, students testify that learning English articulation with the Elsa Speak application can help students learn easily and generate confidence because they can learn with an accent like a native speaker.

Based on the explanation above, advances in technology will of course be accompanied by the creation of new methods, with advances in technology it is hoped that students will be able to understand well material that is still abstract in nature. The learning system does not have to be face-to-face, with advances in technology the learning process does not have to bring students together with teachers, but can also use internet services and others.

Using this application also reduces the teacher’s role in contributing to knowledge, the teacher is only a tutor in teaching so that with instruction students can learn very effectively, in the learning process students can repeat the material presented in the application. Thus, the teaching and learning process feels easier for students to do.
This learning process can occur anywhere, especially in schools. This learning process is what is commonly referred to as the learning process, the learning process that takes place at school or in the classroom contains things that help students understand the lesson. Learning methods include discussion methods, experimental methods, field trip methods, question and answer methods, training methods, lecture methods. This method is used according to the needs of students so that students are able to have varied learning experiences and can develop understanding in their learning. One aspect that can support learning is self-confidence. Confidence is something that is important for every individual. By having high self-confidence in learning, students are able to develop their potential and knowledge. In the future students will compete to achieve their goals. However, without self-confidence, students will remain silent watching their friends succeed in achieving their goals. Students who lack self-confidence will cause problems both in themselves and in their future. Students who lack self-confidence will hinder themselves in actualizing all the potential that students have. By forming self-confidence, students are more active in learning English articulation.

To improve student’s English Articulation
According to the recognition of students who said that “Yes, gamification can improve my articulation because so many item available in that application”. Based on quote 2, students feel there is an increase in students' English articulation when learning to use the platforms available in the Elsa speak application. Students particularly value engaging media material including games, music, and video. One of them is studying pronunciation on a smartphone. Students are said to learn English pronunciation better by using a smartphone with a pronunciation learning software. Both students in grades 1 and 2 agree that they enjoy learning English pronunciation using the ECL program since it can be spoken straight away and lets them know what is correct and incorrect. This program alerts the speaker as well. If it is accurate, a proper indication is provided, and if it is incorrect, a false indication is provided. The user may self-evaluate if something goes wrong and is aware of faults. Learning to use the Elsa Speak Application might also help you expand your vocabulary and improve your pronunciation. Students can follow and imitate the pronunciation of the words uttered by the native speaker's voice while listening to the sound from the application. Students will then find it simpler to memorize English words and remember how they are pronounced if they repeatedly listen to and repeat the pronunciation. If pupils have trouble mimicking it, the teacher's job is to correct their pronunciation so that they can acquire pronunciation more easily. When a student clicks on a word on a smartphone, the smartphone says the word after which the student repeats what the voice on the smartphone says. If the student gets the word Back incorrect, the application will provide a wrong indicator, and they must try again until they get it right. Students become more articulate as a result.

Enjoying in learning
Student stated “gamification could improve my speech because we learn by enjoying dan happy. And I myself so interested with this learning style”. Based on quote 3, students feel happy when learning with the application. From explanation above students claim that using the Elsa Speak program is highly enjoyable and that they like learning. This application may be the reason for it; a lively teaching and learning environment encourages pupils to focus as they study. Learning objectives are communicated when studying peacefully. The learning process becomes fascinating, lively, and exciting for students due to their direct
involvement with a variety of learning activities. Learning in a pleasant method with a comfortable environment. In addition, students concentrate on classes and topics that are enjoyable and comfortable for those who are learning to teach. Between students and teachers, as well as between students, there is an enduring attachment. Participation in the educational and learning process guarantees that both parties try their hardest to satisfy the other. Thus, kids are able to study as much as possible while they are at ease.

In addition to being enjoyable, it may train cohesion and enhance focus and memory. Environments that are dull, drowsy, and worn out might vanish in a single game. Class games can also encourage social connection between students and professors or between students and other students, which might lead to tension amongst individuals who don't know one another. Before students begin studying in a class, teachers might employ educational games as an icebreaker. As the teacher did while teaching English pronunciation utilizing the Elsa Speak application as a supporting medium in teaching, it might also be a diversion throughout the learning process to keep pupils from getting bored with the teacher's explanations.

**Unstable network and internet vouchers are obstacles in learning**

Student stated “one of them is the internet signal. besides that, this application uses internet vouchers which sometimes can make them run out quickly”. Based on quote 4, students are disturbed by unstable internet signal. Thus the learning process becomes hampered.

Basically, students like to learn using smartphones. However, there are several other problems that result in the learning process in the classroom not running effectively. The problems referred to are the availability of electricity and internet access as the main media in organizing learning. When students are learning based on the internet, the role of internet signals is needed in the teaching and learning process. Because it is a connecting medium that is connected to the destination web. Without a good internet connection, learning targets cannot be achieved. Students feel an obstacle in learning if the internet network connection is unstable. This may be due to limited areas connected by the internet. Not all areas have a good internet connection, such as remote or remote areas far from internet signals, in contrast to urban areas, which almost have a good internet network. However, in urban areas also sometimes there is a bad connection. It can be caused by so many users in the city that it makes the connection unstable. Therefore, a bad connection becomes a barrier to learning.

On the other hand, one of the obstacles to learning using an internet connection is internet vouchers. This is based on financial factors in students. Not all students are able to buy internet vouchers practically due to unstable family economic factors. Thus, the limitation of having internet vouchers is an obstacle to learning. If all of that is fulfilled then the teaching and learning process runs smoothly so that the learning objectives are conveyed properly.

**Conclusion**

This research was conducted to determine the relationship between humans and technology as a tool that is popular today. With the development of technology, students are able to use technology as a modern learning platform. The benefits of this research are investigating students’ perceptions of using technology in learning and maximizing the use of technology for learning in the 4.0 era. Based on discussion and finding above, we can conclude that gamification in teaching materials are materials that contains game elements in its use and
presents material learning in the form of technology, containing questions or conversations about description of the picture that tells about the problem or event that must be done completed as learning material. Based on testimonies from students, they admit that gamification is well applied in the learning process in the classroom. The results of student interviews that gamification or the Elsa speak application can improve students' English articulation.

This research is suggested to be applied in schools as one of the supporting media in learning. In this study, researchers investigated students' perceptions regarding learning using gamification in the Elsa speak application that learns about English articulation. The researcher also suggests to next researchers to examine other aspects such as verbal ability and its accuracy or to compare the effectiveness of the Elsa speak application and other applications related to articulation learning.

References


