

**INVESTIGATING SECONDARY SCHOOL
STUDENTS' EXPERIENCE IN PRONUNCIATION LEARNING
THROUGH MOBILE GAMIFICATION APPLICATION**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirements
For bachelor degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department



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UNIVERSITAS ISLAM NEGERI
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JEMBER

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
2022**

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APPROVAL FROM BOARD EXAMINERS


It has been examined and approved by the board of examiners in fulfillment of
The requirements for the bachelor degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

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MOTTO

يَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ اُنشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

O you who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do..*



* Al-quran, surat Al-Mujadalah ayat 11

DEDICATION

I am gladly and wholeheartedly dedicated this thesis to:

1. My beloved parents, my father Bpk. Nata and my mother Ibu. Sunariya who always pray for what the best for me, give me full support, understand me, and give everything to my life. Who always support me and be there for me especially during my college days and the time when I finished this thesis.
2. My beloved Husband, Erfan Efendi who always cheers me up and gives me motivation to accomplish this thesis. And my brother Uaisin Alqorni who always beside me doing my thesis.
3. My beloved cousin. Hayati Thank you for encouraging me and uplifting my spirit, especially during the thesis making.



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First and foremost the writer would like to send her gratitude to Allah SWT, the almighty for blessing, kindness, and give her everything that lending her to accomplish this thesis as the final project. Without Him, she could not stay patient and in control in writing this final project from the first page to the last page.

The writer fully aware that she will be unable to complete this graduating paper successfully without any help, guidance, and advices from others during the writing process. Therefore, she would like to express her gratitude and send thankful to:

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May Allah repay all those who have supported in this process with kindness finally, the author acknowledges that this thesis is far from perfect but the writer hopes that this thesis would be beneficial to the readers and future researches.

Jember, 25 November 2022

The writer

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ABSTRACT

Fathiyah, 2022: Investigating Secondary School Students' Experience in Pronunciation Learning Through Mobile Gamification Application.

Keyword: *Mobile Gamification Application, Students' Experience In Pronunciation Learning.*

The application of mobile gamification apps-based technology assistance in language learning in the classroom, in the context of secondary schools, has received little attention. To fill this gap, this case study attempts to present the design and implementation of mobile gamification apps (Duolingo) in learning pronunciation. This can be seen in 1 the process of introducing the use of the Duolingo application in learning pronunciation 2 the process of collaborative activities in learning pronunciation using the Duolingo application of creativity development through group work. 3 the process of listening together in class with the help of media, namely laptops and also a sound system to hone their way of speaking to be better. 4 the process of making individual poems to see how far the students progressed while they were learning pronunciation using the Duolingo application.

The researcher utilized qualitative approach with case study design investigating secondary school students experience in pronunciation learning through mobile gamification application. Observation, interview, and document analysis were used in this study. The selected data in this study were only focused on students experience. This research applied supporting pictures as the method to build the trustworthiness of the study. After analyzing the data, the research findings found three emerging themes: the use of mobile gamification apps (Duolingo) in pronunciation learning helps students to understand more about how to distinguish between long vowels, short vowels, diphthongs and consonants in pronunciation as well and how their new experiences are after learning to use the Duolingo application.

The formulation of research questions of this study was "How can mobile gamification application mediate students to learn English pronunciation?" The research objective of this study was to figure out how mobile gamification application can mediate students' pronunciation learning.

This study also exemplifies the potential use of mobile gamification apps in helping students improve their pronunciation and improve the quality of their speech. The pedagogical implication of this research is that mediating pronunciation learning using a visual and technology-based mobile gamification app (Duolingo) encourages students' involvement in the process of developing their pronunciation to become better speakers.

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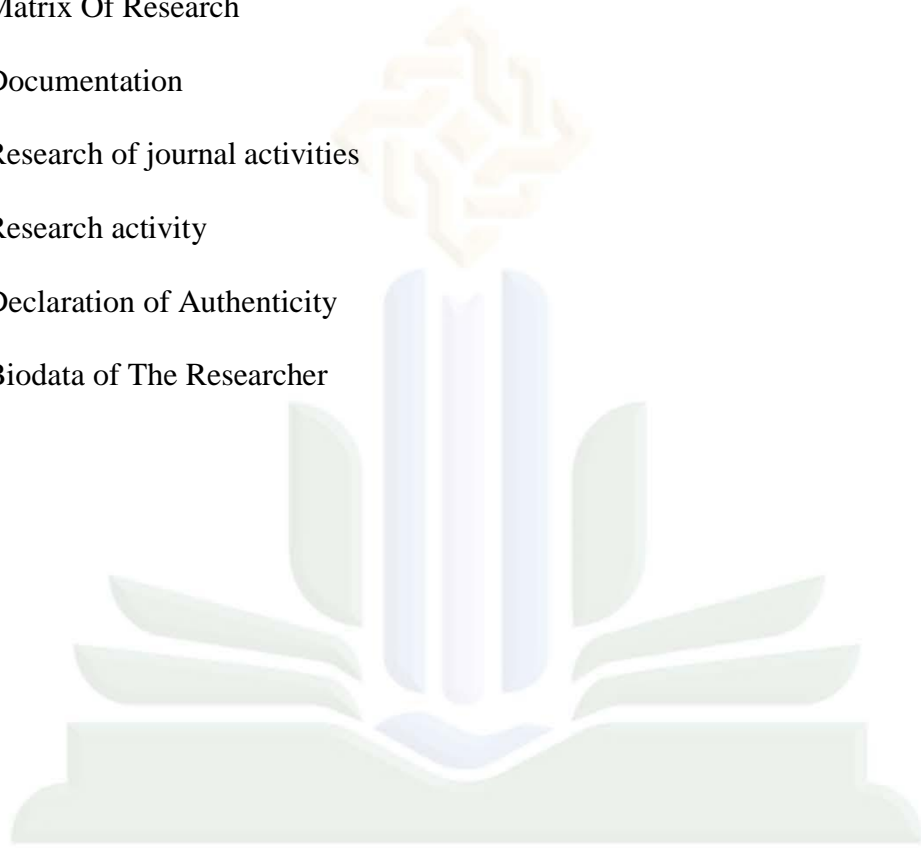
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CHAPTER I

INTRODUCTION

This chapter present the introduction of the research and it deals with several points, such as: background of research that contain of introduction of the research, questions of research as the continuation of the research background section, objectives of research, definition of key-terms, and significance of research. All the points that have been mentioned will be elaborate further in the following sections.

A. Research Background

Learning an additional language like English can be very difficult. Furthermore, using it in the "real world" is often very challenging. As English language learners, of course, they must understand how to use the language in a good and acceptable way. There are several things that they must learn how to be a good English speaker, particularly such as demonstrating good pronunciation and as becoming good listeners. The importance of pronunciation skill in Teaching English (ELT), they can also determine that a pronunciation is an integral part of learning a foreign language (English) because it has an impact on the competence and communicative performance of a learner. Therefore, if a speaker does not have the potential in an utterance that can be understood, then the listener will be very difficult to understand.

Good pronunciation is the most important thing to create effective communication understand and to be understood. Pronunciation is important

in social and professional interactions in the context of job search and achievement. In addition, pronunciation also has an important role in learning English (L2) and has received increasing attention from applied linguistics researchers and L2 practitioners. Therefore, to facilitate pronunciation practices, innovation in pronunciation is necessary, for example, by integrating technology in pronunciation learning¹.

Computer-assisted pronunciation training technique (CAPT) which combines spoken reading with peer reviews to improve the pronunciation of the English language of Taiwanese students. Apart from giving traditional instruction in the classroom, the students will be offering several short readings each week and their respective recorded texts, which a native speaker did. Refers to study, a student was required to practice at home by listening to the recording and also reading it aloud while listening. They also recorded their practice and then compared their recordings with native speakers. It implies that technology has a lot of sophistication that can help, one of which is improving language, such as assisting. students develop their ability to pronounce their language².

Furthermore, using CAPT technologies such as automatic speech recognition (ASR) and speech visualization to provide student feedback and improve their pronunciation language to awareness and identify speaking errors. With this system, students can learn easy and independently whenever

¹ Philip carr, "English phonetic & phology" This second edition first published (2013), ISBN 978-1-4051-3454-5

² Adele jamshidi saleh & Abbas pourhosein gilakjini, " investigating the impact of computer assisted pronunciation teaching on improving intermediate EFL learners pronunciation ability" (Education and Information Technologies) DOI: <https://doi.org/10.1007/s10639-020-10275-4>.

and wherever they are. This program can ease the burden of teaching language instruction and enable students to become better at understanding the language. Besides, this application is helpful to form the user in a three-dimensional display of articulatory channels of voice movement that can mediate learning in pronunciation. In this study, it also can be concluded that the tools in the form of applications can significantly assist students in learning effectively³.

The development of technology at this time makes many uses of social media as a tool in language learning; it can be formed in various kinds of media applications, such as integration into language learning that provides opportunities for a student to learn a language with a different technique and more attractive learning environment, the number of learning activities carried out by integrating technology into it, which can facilitate teaching and learning activities in the classroom

Social media is a group of internet-based applications that can build technological and ideological foundations to help teachers and learners to learn a language. Teachers can provide learners tasks that enable to learn beyond the classroom to improve their pronunciation using mobile applications with speech recognition features; it includes teaching language by using computer-assisted language or learning-Mobile assisted language

^{3 3} Pi-hua Tsai, Beyond self-directed computer-assisted pronunciation learning: a qualitative investigation of a collaborative approach, Computer Assisted Language Learning, (the center of holistic, mackay medical collage, Taipei Taiwan 2019)DOI: 10.1080/09588221.2019.1614069

learning (CALL-MALL)⁴. Furthermore, Mobile technology is the fastest growing technology and is also in great demand in the high-tech industry.. Currently, as informed by the International Telecommunication Union which announced that more than 60% of people are already using mobile phones with tariffs and subscriptions of 4.1 billion per year. The data already shows an increase of about one billion mobile phone users since 2002 reaching more than three times that of personal computers (PCs) that are also used. And the development of mobile phone penetration is already more than 100% in several countries, such as Malaysia.

There are many mobile applications (Duolingo, Orai) that can use to teach English pronunciation. Using mobile gamification application integrated language learning is one of the strategies to help improve student pronunciation, because these applications are accessible for students. These tools include text, audio, and picture over the internet have the same way as other applications that use an internet network connection, one example is the telegram applications. Xodabande (2017) has investigated the effectiveness of social media networking “telegram”. The study showed that it can increase student pronunciation. Both learners and teacher can use telegram for language learning purposes and share a variety of contents including text, audio, and video over the Internet. From this case it indicates that mobile application can help mediate the learners to improve their pronunciation.

Another social media network that is also attracting a lot of attention among

⁴ Kubra okumus Degdeler, et al “The effect of mobile-assisted language learning (MALL) on EFL learners’ collocation learning” *Journal of Language and Linguistic Studies*, 16(1), 489-509; 2020. ISSN: 1305-578X.

language teachers and also researchers is Twitter. Tweeting has a good effect on the teaching of foreign languages⁵. identified the main advantages and benefits of using Twitter in a language teaching, namely teaching English as a Foreign Language (EFL), teaching as (a) communicating content to the classroom, (b) sending small and timely information, (c) encourage collaboration and feedback, and (d) encourage brief writing.

Against this backdrop, we it can be seen that the use of technology can also help students to explore language such as English language, especially pronunciation learning. Technology and humans beings can complement each other; therefore the role of technology in human life today is very important. With technological aids that are equipped with various kinds of applications can help students learn English, especially pronunciation, While studies on integration of mobile gamification application into language learning have been widely conducted, the presnet looks into student's experience in learning pronunciation through mobile gamification application, specifically this study looks further at students' learning experiences in using technology such as mobile phones⁶.

B. Research Question

Anchored in the previous discussion, this research attempts to examine how mobile gamification application can be used to facilitate students to learn

⁵ Ismail xodabande, "the effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners" (university of guilan , iran) DOI: <http://doi.org/10.1080/2331186X.2017.1347081>.

⁶ Pi-hua Tsai, Beyond self-directed computer-assisted pronunciation learning: a qualitative investigation of a collaborative approach, Computer Assisted Language Learning, (the center of holistic, mackay medical collage, Taipei Taiwan 2019)DOI: 10.1080/09588221.2019.1614069 No,5

pronunciation. The present study is guided by the following research questions; How can mobile gamification application mediate students to learn English pronunciation?

C. Research Objectives

Based on the research questions above, the objectives of this study are: To figure out how mobile gamification application can mediate students' pronunciation learning.

D. Research significances

The result of this study is expected to be beneficial both theoretical and practically elaborated in this following section:

1. Theoretically

The result of the research is expected to support relevant theories dealing with technology integration into language learning which mediate particularly the student's pronunciation learning. It also enriches the theories presenting the extent to which mobile gamification application facilitate students experience in learning pronunciation.

2. Practically

The result of the research is expected to give information to readers, such as English pre-service or in-service teachers, how mobile gamification application mediate pronunciation learning. It also can inform teacher how mobile gamification application can be implemented in teaching pronunciation. which can also facilitate and assist teachers in

implementing pronunciation learning by using mobile gamification into a pronunciation learning process.

E. Definition of key terms

1. Pronunciation

Pronunciation refers to how the process of making sounds or words, to pronounce these words, while what we do is push air from our lungs up through the throat (vocal cords) of our mouth which is then caught through our tongue and out between our teeth and our lips.

2. Mobile gamification

Gamification is something that involves applying game dynamics from games to mobile apps, which can also encourage users to return to the app. Mobile apps or Gamifying can allow users to compete with others or to complete their own goals.



CHAPTER II

LITERATURE REVIEW

This chapter discusses about the previous research also the theories which is supported the current research. This chapter contained of two headings. The first part was described about the previous research that related to the current research. The second part are contains of several subheadings that discussed about the theories which related to this research. The points will be discussed further below in the following sections.

A. Previous research

To ensure the originality of ideas in this study, here that researcher would describe and also provided some previous research that has relevance or similarities in the study that the researcher is doing, such as the following bellow:

Nadira Cavus (2016) conducted the first researcher, Developing an intelligent Mobile application for teaching English pronunciation. This study describes the development of intelligent mobile applications that can be used in language learning applications, specifically, teaching English pronunciation in utilizing a speech recognition engine on mobile application devices. This study examines how mobile devices can help teachers or instructors improve students' language level, such as English pronunciation⁷. The previous research and this research have a similarity; this research analyzes mobile

⁷ Nadire cavus "Defelopment of an intelligent mobile application for teaching English pronunciation" (12th International Conference on Application of Fuzzy Systems and Soft Computing, ICAFS 2016, 29-30 August, Vienna, Austria 2016) 365 – 369 DOI:10.1016/j.procs.2016.09.413

application devices that can help teach English pronunciation. Meanwhile, the differences between their research and this research are their research talk about the intelligence of mobile applications for teaching pronunciation. The object in this study is aimed at all teachers that mobile applications can help teach English pronunciation.

The second research conducted by Liwei Hsu (2012) "English as a foreign language learners perception of mobile-assisted language learning: a cross-national study" This study aims to investigate how the perception of the use of MALL through cross-cultural analysis⁸. This study examined forty-five participants from various countries, namely (n¼45) seven different countries/territories willing to voluntarily participate in this project. The similarity of previous research in this study is using mobile-assisted language learning for teaching English pronunciation. Meanwhile, the difference of this research is this study investigates how the perception of the use mobile assisted language learning. The object of this study is international students; the participants for this study were 45 international students (N¼45) from seven different countries/regions pursuing their bachelor's degree from three universities in central and southern Taiwan.

Third research conducted by Adele jamshidi saleh & Abbas pourhosein gilakjini (2020) "investigating the impact of computer-assisted pronunciation teaching (CAPT) on improving intermediate EFL learners pronunciation

⁸ Liwei hsu, "English as foreign language learners perception of mobile assisted language learning: a cross national study" (Department of Applied English , National Kaohsiung University of Hospitality and Tourism , Kaohsiung , Taiwan 2012) DOI: <http://dx.doi.org/10.1080/09588221.2011.649485>

ability" This study investigates the effects of teaching as well as computer-aided pronunciation (CAPT) on Pronunciation ability of EFL students in intermediate level in Iran. The study examined how used Accent Master Software (AMS) can improve EFL learners' pronunciation⁹. The similarities of their research are this study analyzed teaching English pronunciation. And online learning platforms were used in their research. Meanwhile, the differences between their studies are the previous research investigating the impact of computer-assisted pronunciation teaching on the student's ability. The objects of their research are intermediate EFL learners.

The fourth research was conducted by Ismail Xodabande (2017) "Effectiveness of social media network telegrams in teaching English pronunciation to Iranian EFL students", this study was conducted to examine the effect on the use of social media networks such as Telegram® for the process of teaching English pronunciation to EFL students in Iran. The participants that the researchers studied included 30 Iranian EFL students (in two experimental groups (N = 14) and control (N = 16)) who had different treatments for four weeks¹⁰. The similarities between this study and the previous studies are depicted from the study used online platform for teaching, and analyzed about teaching pronunciation. Meanwhile, the differences lie in

⁹ Adele jamshidi saleh, et all "investigating the impact of computer-assisted pronunciation teaching (CAPT) on improving intermediate EFL learners pronunciation ability" (Springer Science+Business Media, LLC, part of Springer Nature 2020) DOI: <https://doi.org/10.1007/s10639-020-10275-4>

¹⁰ Ismail xodabande, "the effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners" (English department, university of guilan, rasht, iran 2017) DOI: <http://doi.org/10.1080/2331186X.2017.1347081>.

this study are this study used telegram networking in teaching pronunciation.

The object of this research is 30 Iranian EFL learners.

Table 2.1
The Similarities and Differences
Previous Research and the Researcher's Study

No	Researcher's Name and Title	Similarities	Differences
1	A journal by Nadire Cavus (2016) "Development of an intelligent Mobile application for teaching English pronunciation"	<ul style="list-style-type: none"> This research analyzed about mobile devices to teaching English pronunciation. 	<ul style="list-style-type: none"> The previous research is to develop the intelligent of mobile application for teaching pronunciation Research participant
2	A journal by Liwei Hsu (2013) "English as a foreign language learner's perception of mobile assisted language learning : a cross national study"	<ul style="list-style-type: none"> This research analyzed about mobile devices to teaching English learning especially pronunciation 	<ul style="list-style-type: none"> The study aims to investigate end users MALL perception through cross-cultural analysis. Research participant
3	A journal by Adele jamshidi saleh & Abbas pourhosein gilakjini (2020) "investigating the impact of computer assisted pronunciation teaching (CAPT) on improving intermediate EFL learners pronunciation ability"	<ul style="list-style-type: none"> Both research analyzed about teaching pronunciation Both research used online teaching 	<ul style="list-style-type: none"> The previous research is to investigate the impact of computer assisted pronunciation teaching. Research participant
4	A journal by Ismail Xodabande (2017) "The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners"	<ul style="list-style-type: none"> The research analyzed about teaching pronunciation 	<ul style="list-style-type: none"> The previous research is using social media network telegram in teaching English pronunciation.

			<ul style="list-style-type: none"> • Research participant
--	--	--	--

Based on the explanation that has been described above, it appears that a study has its own way of analyzing the research subject.

B. Theoretical framework

1. Learning English pronunciation

Pronunciation is not only an interesting object of inquiry, but also the object of interest which can penetrate into various fields in human life that lie at the core of language and verbal expression in realizing how to speak and work together to understand each other. Pronunciation can be considered as one of the most challenging competencies for students in mastering a foreign language (EFL) because it involves perception, cognitive, and also psychomotor and psychological factors in it. People who have good pronunciation will be considered more professional, and they can also have a very good social position in society. On the other hand, incomprehensible pronunciation will complicate the listener's understanding which can complicate their social approach. And it can influence the change of the meaning of the message¹¹. Pronunciation skills in teaching English are very important (ELT). They also conclude that pronunciation is an integral part of learning a foreign language, because it has an impact on the competence and also the communicative performance of students. Therefore, if the speaker does not have an

¹¹ Martha C. Panington, et al, "English pronunciation teaching and research" (Jonathan Crichton University of South Australia Adelaide, SA, Australia, 2019) ISBN 978-1-4039-4235-7 ISBN 978-1-137-47677-7 (eBook) DOI: <https://doi.org/10.1057/978-1-137-47677-7>

incomprehensible pronunciation, the listener will have serious implications for understanding it. Revealed that learning pronunciation are very influential and also very important in teaching English. Therefore, pronunciation and a communication are very closely related to each other; consequently EFL teachers should also pay attention and also improve the way of teaching pronunciation in their English classes¹².

Pronunciation is a basic skill in spoken language which has also a key role in success communication, this greatly affects the level of trust the speaker has. Pronunciation is one of the most important aspects of language skills because; it is very helpful for students understand even if grammar and vocabulary are restricted. If a student has a deficiency in pronunciation skills, they will not be able to communicate efficiently. We can see that how the effect of learning English pronunciation is very important for students in learning English. However some also respond that the pronunciation is not very important. The real fact in Iran, English pronunciation is a neglected part of English teaching in Iran other skills such as grammar as well as vocabulary is much better understood than pronunciation. The main problem is that computer technology is not a learning media used in language teaching and learning activities in Iran¹³. Furthermore, the English teachers are not sufficiently proficient in

¹²12 Adele jamshidi saleh, et all “investigating the impact of computer-assisted pronunciation teaching (CAPT) on improving intermediate EFL learners pronunciation ability”(Springer Science+Business Media, LLC, part of Springer Nature 2020 DOI:<https://doi.org/10.1007/s10639-020-10275-4>).

¹³13 Abbas pourhosein gilakjini & ramin rahimi, “factor influencing iranian teacher’s use of computer assisted pronunciation teaching (CAPT), (Springer Science+Business Media, LLC, part of Springer Nature 2019) DOI : <https://doi.org/10.1007/s10639-018-09851-6>.

pronunciation and in their learner faced with the different pronunciations from that of their teacher. From this, it also indicates that the problem of pronunciation learning was caused by the lack of media used by a teacher in teaching pronunciation.

From a balanced point of view, it also has to see how teachers apply or provide transformed pedagogy to their students which engage them in learning English pronunciation properly, meaningfully, and fun. This is natural because it is not only how students learn English pronunciation, but also how good teaching is done by teachers to students in learning pronunciation. It is very influential on the success in learning English, especially English pronunciation. One aspect of language teaching, especially pronunciation, is that most language teachers focus the lesson on certain aspects such as past pronunciation then given the opportunity for students to practice.

This study focus on vowel pronunciation (long vowel & short vowel) . Used automated speech recognition (ASR) dictation system for vowel pronunciation practice. He also investigates American vowels, that it is possible for students to assimilate long and short English vowel to a category. For example, English /i/ and /ɪ/ are often categorized as /i/ between these two sounds there is acoustics are similar but qualitatively different i.e. have different articulatory features. Almost every English vowel has potential pronunciation problems for Macedonian students (Kirkova-Naskova, 2012). He analyzes the following vowel contrasts: /i/-

/ɪ/; /æ/-/ɛ/; /u/-/ʊ/; and /ɑ/-/ɔ/. During the practice of ASR, as well as this study focused on an improvement in the pronunciation of selected individuals this vowel uses a minimum of pairs¹⁴.

2. Pronunciation

The pronunciation research that was carried out focused on long vowels, short vowels, diphthongs and consonants. This study will explain some important things that must be seen in learning the pronunciation.

a. Long Vowel

Vocals length is a relative matter: when we say that the vowel in pip is a short vowel, we don't refer to how long the pronunciation is in milliseconds; instead, we say that short it has to do with other vowels, like the one in peek.¹⁵ example of long vowel; (sheep: si:p/; book: bu:k/; good: gu:k/; home: hoʊm/; deep: di:p/;)

b. Short vowel

According to philip car written in his book entitled english phonetic explaining some examples of words such as the difference between vowels in put and putt. Both are short vowels, but differ in several ways. First last vowel is not rounded. Second, while the vowels in the putt have been articulated with low tongue height: as for usually, just below the low-medium position. Third, vocals the in putt is located around the halfway point on the fore/aft axis. it refers as the central vowel. This means that there are many kinds of short vowels

¹⁴ Agata guskaroska, "Asr-dictation on smartphones for vowel pronunciation practice" (Iowa State University, JCP 2020, 3 (2), 45–61.)

¹⁵ Philip carr, "English pronunciation and phonology an introduction" (Washington, D.C., 2013)

in English, we don't just focus on writing, but also how we can distinguish when the reading is the same but the writing is different.

Example; (ship: /sɪp/ bed: /bed/ sun: /sʌn/ sit: /sɪt/ top: /tɒp/).¹⁶

c. Diphthong

Diphthongs are vowels whose quality changes in syllables in Diphthongs not only sequence of two vowels. But in the explanation of the pronunciation of RP and GA for example from the word see ([si:Am]), the vowel [i:] is followed by the vowel [A], but the result is the sequence is not a diphthong, because [i:] and [A] are not the same syllables: here it is explained that seeing has two syllables, the first ending in [i:] and the second ending in which starts with [A]. kind of Vocal sound is called a diphthong, it requires some kind of change in the position of the articulator during its production, thus there is a change in the quality of the resulting vocals. consonant is a phoneme whose articulation involves some audible obstruction in the oral cavity. Also In this study the researcher will focus on GA short long vowel and diphthong, a few examples of explanations about long and short vowels and diphthongs. Example ; Diphthong (like: /laɪk/ how: /haʊ/ sure: /s:ʊə/ near: /n:iə/ bear: /beə/).¹⁷

¹⁶ Ibid, 18

¹⁷ Ibid, 23

d. Consonant

Consonant is a phoneme whose articulation involves some audible obstruction in the oral cavity. Example: Consonant (/p/ pair, pretty)

3. Mobile gamification in language learning

Mobile gamification was originally a new concept, which used digital game elements in non-game applications. Note that gamification has been proposed as a solution that involves socially engaging individual behaviors, such as exercise, consumption, and education. The gamification model has been integrated into the educational process in its application; it may be included as a badge, which shows students various levels of achievement, such as leaderboards, and gauges, point bars and other rewards which can be obtained.¹⁸ Gamification can also shorten a feedback cycle in engagement so that it can be sustained, and can also provide students with ways in which they can assess their own abilities, from this students, can learn to see failure.

A large number of published studies in a Mobile Assisted Language Learning (MALL) for the past few decades have followed the rapid progress and development in the industry cellular technology, Kham Sila Ahmad, Fay Sudweeks, and Jocelyn Armarego (2015). Integrating MALL into a community devoted to English learning programs, using mobile devices, such as smartphones or tablets as

¹⁸ Nadire cavus “Defelopment of an intelligent mobile application for teaching English pronunciation” (12th International Conference on Application of Fuzzy Systems and Soft Computing, ICAFS 2016, 29-30 August, Vienna, Austria 2016) 365 – 369 DOI:10.1016/j.procs.2016.09.413

learning tools, involving mobile devices into these learning activities can enrich the student learning experience because the features in these devices can easily improve delivery learning materials. MALL can also be used in mixed settings where in-class instruction can be combined with out-of-class instruction, so as to maximize the benefits of learning in the classroom, face-to-face, and online¹⁹. In addition, mobile devices are also more cost-effective than laptop or desktop machines, so it can be more affordable for language learners. With the familiarity of mobile devices that facilitate access to useful websites web for the network (social, government, or career), so as to reduce the isolation in their lives. In Addition, it can also help students become proficient in English and in using digital tools. To date, there are several studies that review mobile-assisted language learning (MALL), which is widely carried out. In his comprehensive study which is a study of technological developments analyzed by MALL over the last 20 years. Mobile technology can aid such learning; with the support and assistance of mobile devices, students can access learning materials and create digital learning content independently, share the results and then discuss with other classmates how to make them better²⁰.

A significant trend in the development of mobile learning applications involves the concept of gamification that incorporates an

¹⁹ Kham sila ahmad, et all, "Learning English Vocabulary in a Mobile Assisted Language Learning (MALL) Environment: A Sociocultural Study of Migrant Women" (*Interdisciplinary Journal of e-Skills and Life Long Learning*, 11, 25-45. Retrieved from) <http://www.ijello.org/Volume11/IJELLv11p025-045Ahmad1566.pdf>

²⁰ Rustam shadiev, Taoying liu & wu-yuin hwang, "Review of research on mobile-assisted language learning in familiar, authentic environments" (*British Journal of Educational Technology* Vol 0 No 0 2019) DOI : doi:10.1111/bjet.12839

element of fun play to attract and inspire students, generally called a serious game. The main purpose of the game is to achieve a learning that is objective in a fun mode, where students can more focus on learning. Gamification can also build an element such as a game into context to create greater engagement in the game users who can improve the user experience can also provide solutions

4. Integrating technology into pronunciation learning

Learning pronunciation is a very individual process that must also be adjusted and observed with the special needs of students from various backgrounds academic background and learning style. It is very influential on students in processing a lesson given by the teacher. Therefore, the teaching technique of a teacher must be effective and efficient in teaching students. One of them utilizes technology as a facilitator a lesson. Introducing technology into the classroom is a technique that has been widely used, as well as teaching pronunciation; using technology can help students respond quickly in understanding a pronunciation teaching.

Integrating the technology, especially in a teaching pronunciation in class is important in helping students achieve proper and correct pronunciation teaching, She was investigate the effectiveness in using software such as automatic ASR EyeSpeak voice recognition to improve Iraqi learner pronunciation of English. The increasing need for the use of technology in everyday life also has many goals, one of which is in the

field of education as a tool ways to facilitate teaching and learning. Learners need to use technology, especially in foreign language classes where there is limited time for exposure to target language lessons and practice²¹. Currently in use technology can more effective to learn language, which today are also capable of learning pronunciation than can be used wherever and whenever they are. Technology has brought fundamentals and also changes in a teaching and learning process. Application Technology in computers can be considered as one of the perfect learning tools and is also good in learning pronunciation. Technology provides new opportunities in learning pronunciation and can create a successful environment for students to improve their pronunciation skills²².

Some Research has proven that the use of technology in teaching can be very effective for students, especially learning languages. The potential of mobile devices such as the ASR dictation system can help to improve pronunciation. She pinpoint that ASR dictation technology system is available and freely on digital smartphones which allows for EFL teachers to find wider ways in the learning process and it can used by EFL teachers around the world²³.

²¹ Lina fatin sidig sidgi & ahmad jailani syahri “The effect of automatic speech recognition eyespeak software on Iraqi students’ English pronunciation: a pilot study” (Australian International Academic Centre, Australia Vol. 8 No. 2; April 2017) DOI: 10.7575/aiac.all.v.8n.2p.48

²² Abbas pourhosein gilakjini & ramin rahimi, “factor influencing iranian teacher’s use of computer assisted pronunciation teaching (CAPT), (Springer Science+Business Media, LLC, part of Springer Nature 2019) DOI : <https://doi.org/10.1007/s10639-018-09851-6>

²³ Agata guskaroska, “Asr-dictation on smartphones for vowel pronunciation practice” (Iowa State University, JCP 2020, 3 (2), 45–61.)

a. Duolingo Application

Compared to the present study it utilized mobile assisted language learning such as Duolingo application to investigate student experience through learning English pronunciation. Duolingo is an application designed to make it easier for students to learn many languages such as Spanish, English, French, and German in which there are many features that make it easier for students to understand. Using Duolingo application to improve Spanish language achievement. And also adapt the traditional Spanish language teaching, and can develop a Spanish achievement test that evaluates the skills and knowledge of students who can learn through their Spanish Instruction²⁴. From this previous study examined used Duolingo application for teaching language is really can help student to improve their language ability especially pronunciation.

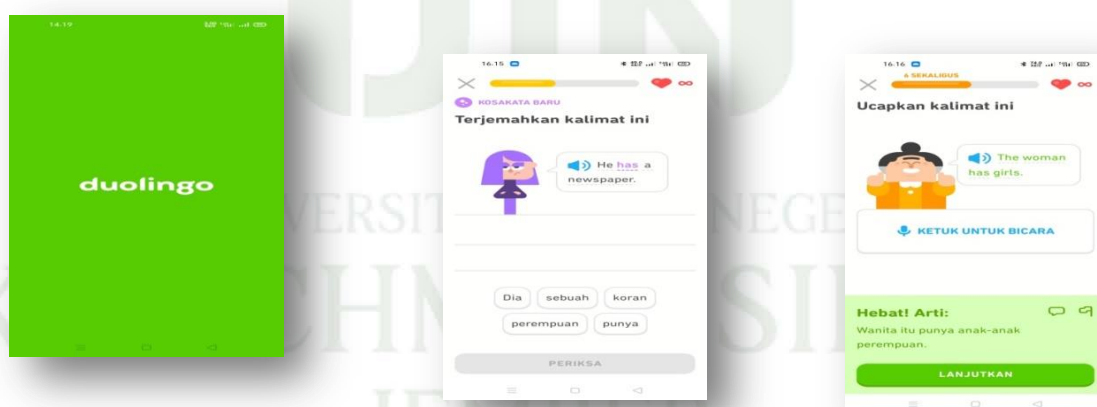


Figure 2. 1. Duolingo and its features

²⁴ Agata guskaroska, "Asr-dictation on smartphones for vowel pronunciation practice" (Iowa State University, JCP 2020, 3 (2), 45–61.

Duolingo is an application based on adaptive learning technology to guide students through an English language teaching, which contains elements of interesting gamification. Which can operate on both mobile devices and PCs, it was also designed by Von Ahn. Duolingo application is a new application designed are help students or teachers understand more about languages, there are many languages designed in this application, for example: Spanish, Arabic, Chinese and English. Students can use this application easily, because they just need to activate their internet networking to login an application.

Those are the feature of duolingo application, there are several steps in the Duolingo feature, in which we will look at the basics of English lessons that will help students understand more easily. At first we will choose the basics an application, choose the first basic to see how the application work. And then look on object then we will interpret what the meaning of the object. And the next we can translate some word, and then we record some word that has given. From application above explained how Duolingo is an application that can be easily understood by students learning pronunciation.

b. Telegram networking

Telegram to improve students pronunciation, Xodabande has investigated that using telegram networking can improve students' pronunciation, in his research there are several things explained, with

students from the Language School in Spain then participants will receive a number of tweets each day, which will feature pronunciation of words that students consider difficult to remember the spelling of unusual or difficult sounds correspondence, lexical stress or the presence of silent letters. It uses a pretest-posttest design, in his research revealed that instruction has a beneficial effect on students who learn pronunciation. There are limitations of this research is the lack of a control group and a post-test that is delayed for review benefits of instruction over time.²⁵

c. Pronunciation through twitter

The tweet has included the word in context and related links to online dictionaries, where users can find a definition of a word, an audio illustration of its pronunciation, and an in-depth text Oxford and Cambridge, they can find phonemic transcriptions or symbols from Symbols of the International Phonetic Alphabet (IPA). This is a good way to give a short lesson that will help them focus on these words and remember them they are longer. This can also be used for other language competencies, like pronunciation. The motivation for using Twitter for pronunciation comes from the brevity, the possibility to share audio/video files freely, and its high accessibility. In this respect Twitter has very interesting potential as it allows the sharing of concise and explicit pronunciation tips to appeal to learners

²⁵ Ismail xodabande, The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners, (English Department, University of Guilan, Rasht, Iran 2017), DOI: <http://doi.org/10.1080/2331186X.2017.1347081>

who have busy schedules or do not have much time to learn pronunciation. it can enable the teacher to illustrate the target pronunciation point with audio/video sharing.²⁶

5. Tasks based pronunciation teaching

In learning English pronunciation, there are task that the goals is to carried out to assess the extent to which students understand a lesson and also measure the success of the learning itself. English book (English pronunciation teaching and research) they argue very clearly that pronunciation requires an assessment of this type of mechanical task, participant-focused, tests conducted in terms of language and pronunciation (i.e., on clarity, clarity, and accuracy), which deal with complex aspects of a communicative meaning. It should be more effective if teachers can adopt relatively limited types of pronunciation tasks, such as reading aloud, listening and repeating, or minimal pair practice, based on traditional classroom textbooks.. in assessing or creating tests The more open, complex the speaking task being tested asked to do so, the more likely they are to be able to distinguish between speakers of different proficiency levels. In approach, pronunciation can be assessed by evaluating articulation whether consonants, vowel articulations, stress, and intonation have been true and accurate; how accurate or guaranteed authentic such as individual aspects the pronunciation or how original the speaker's overall accent is.

²⁶ Jonás Fouz-González, "Pronunciation instruction through Twitter: the case of commonly mispronounced words" (Department of Modern Languages, UCAM University, Murcia, Spain 2017) DOI: <https://doi.org/10.1080/09588221.2017.1340309>

As for the emergence of a student's interest in doing a pronunciation at the micro level that focuses on segmental or parallel teaching with certain limits, cognitive interest in the current phase is a pronunciation learning approach, such as an example focusing on form instruction (FFI), to attract the attention of a student. learners explicitly into a language towards target features they are not aware of.

The form of focused instruction (FFI) here is to try to encourage attention, as well as drawing the learner's attention to linguistic forms that may be overlooked. There are two types in the use of FFI, the first is explicit and implicit²⁷.

Explicit FFI is awareness rising through explicit teaching, as well as a learning that is carried out for the purpose of improving performance. whereas on the other hand implicit FFI focuses on improving performance through teaching just as implicit learning can be thought of as "subliminal improvement."

Implicit FFI can be focused on input quantity, via input-flooding (Doughty & Williams, 1998) focusing on (sound, word, or phrase) or implicit FFI may be focused on the quality or variety of inputs, such as different dialects or variations of language, different ages and genders speaker, or pronunciation that tends to be more formal versus informal. whereas an explicit FFI can also focus on the quantity of inputs, as can explicit focus on perception and/or production over multiple repetitions,

²⁷ Ibid, 194.

or also may be focused on the quality of the input, such as the form of the input increase²⁸. Explicit FFI may be including:

- a. pre-input aims to focus attention or guide performance, such as through providing procedures or rules to follow, or can also view or preview activities that provide opportunities to practice limited context;
 - b. task- oriented input (called "task importance" or a task by Doughty & Williams, 1998) these aspects focus on the form of instructional performance tasks, such as Muller Levis and Levis (2016) "bridging exercises" for example bridge between form and meaning.
 - c. Post-input input that focuses on output, such as corrective feedback, or it can also be called assessment post-assignment teaching of various kinds, and post-reflection.
6. Opportunities and challenges of technology mediated pronunciation learning

The use of technology in mediating the English learning process is currently very much in demand; a Technology designed for other purposes is becoming more and more recognized as potential in helping language learning as well as pronunciation, one of which is the use of technology in the pronunciation learning process, such as the use of computer-assisted pronunciation teaching, which has been widely used in pronunciation learning. But there is a case where the used of technology

²⁸ Ibid, 196.

has its own opportunities and challenges, CAPT resources are need to provide an opportunity for input and output in pronunciation, where it must incorporate ASR technology, so that customized feedback can be accurate. Although effective automated feedback is sometimes always a very elusive goal, while the benefits of technology can be easily accepted and fully maximized. Technology has huge potential for pronunciation training, in particular in terms of maximizing practice opportunities and oral exposure language. As technology advances today, there are many applications that mediate pronunciation learning and teaching will increase. Meanwhile, the CAPT is here offers multimodal affordability, mobility, autonomy, and opportunities for practice and exposure to various kinds' speech. There are challenges in using technology to mediate pronunciation learning, such as a further challenge in effectiveness studies at the CAPT where many resources aimed at assisting learners in developing native-like pronunciation, rather than focusing on clarity or other aspects of pronunciation competence which can be defined without reference to the criteria of a native speaker²⁹.

²⁹ Ibid, 274

CHAPTE III

RESERCH METHODS

This Chapter present consideration related to the research that was conducted. This chapter consist of several sections namely research design, source of data, tool of analysis data and procedures of data analysis. The discussion of each part is presented below.

A. Research design

This research uses a case study design. A case study is an empirical method that investigates (a case) or a contemporary phenomenon in depth in a real-world context, especially when the boundaries between phenomena in that context may not be so clear. In other words, before doing a case study research, it is better to understand a case in the real world itself and also understand the important contextual conditions associated with that case. This research was conducted to explore how integration of mobile gamification applications into pronunciation learning mediates student to learn English pronunciation, Furthermore this study aims to see the extent to which students' experience in the learning process through mobile gamification applications. to help student build their pronunciation repertoire³⁰.

1. Research context & participant

The study was situated in one senior high school in Sumenep Madura. This school was chosen because it has a fairly good and complete learning system, one of which is that this school provides various adequate

³⁰ Robert K. yin, "Case study research and application design and methods" (Los Angeles : SAGE, [2018]) LCCN 2017040835 | ISBN 9781506336169, <https://lcn.loc.gov/2017040835>.

facilities, such as laboratories, computers, multimedia and also a library. The researcher also found out that the curriculum in this school used the Curriculum 13, which comprised three aspects, namely, knowledge, skills, and attitude and behavior. In addition to looking at the Curriculum in this school, researchers also looked at student attitude towards existing school regulations. Furthermore, this school is basically similar with pesantren. It is the first Islamic-based public school where all female students are required to wear the hijab. Finally this school is also the 2nd biggest school in the Sumenep area.

The use of technology in this school has been limited, where students are given restrictions in accessing websites or social media either from their mobile phone or laptop. To cope with this limitation, the researcher discussed this issue with the headmaster. It is reassured that the use of technology is only for research purpose. The headmaster also suggested that the researcher must really see and give good supervision to students during the learning process, in other word students must remain under the supervision of teachers when accessing the mobile phones or laptop.

Regarding the mobile apps mediated pronunciation learning that will be carried out, at first the researcher prepare the learning media such as the required media (mobile phone) to show the student how to use the Duolingo app. The learning process will last for a maximum of 3 weeks with two face-to-face meetings per week. One meeting will be carried out

in 60 minutes. Here, the researcher will teach students face to face how pronunciation learning can be facilitated is taught using mobile application.

At the outset, students will be introduced to an application, called Duolingo, and then the teacher will explain in advance the steps and features contained in it, by showing the stages in using the Duolingo application. From this students are expected to understand the initial steps in using the application. After students understand and begin to recognize the application, they will be allowed to download the Duolingo application for the purpose of learning pronunciation. Finally they will be able to see some of the application features contained in it, such as pictures, vocabulary, stringing a short sentence, and also an automatic voice recorder.

In this study, the researcher will train the students' speaking method which focuses on learning pronunciation, pronunciation is one of the most important things that must be seen in a conversation, because in an English conversation, it is very necessary to have clarity as well as fluency in pronouncing the word.³¹ Pronunciation is a much more important communication feature than is generally recognized. it is an important starting point for all spoken language, because thoughts must be articulated through sound so that it can be heard and become a message that can be communicated clearly to others.

³¹ Martha C, pennington & Pamela rogerson revel, “ English pronunciation teaching and research” (Library of Congress Control Number: 2018946548 2015) Research and Practice in Applied Linguistics ISBN 978-1-4039-4235-7 ISBN 978-1-137-47677-7 (eBook).

B. Research participant

This research was conducted in a high school in Sumenep, East Java. Previously the researcher had access to enter this school with the help one of students of that school. The researcher was asked to be introduced first to one of the English teachers there. After the researcher got the mobile phone number of the teacher, she informed about the research and discussed the purpose of the research with the English teacher. After meeting with the English teacher, the researcher meets directly with the headmaster by asking for permission to be allowed to do the research at the school with the help and cooperation of the school. There are three classes in class XI. Of the three classes, the researcher was allowed to conduct the research at class IPS B because the vice headmaster for curriculum affairs determines which class is trusted to be studied. Furthermore the present study involved 35 female students of third grade senior high school. They are between 16 and 18 years old. This school made a ;policy to separate the rooms for male and female students, therefore, the vice headmaster suggested that researchers should use only female classes, this is because learning activities in male classes are not recommended for a female teacher to teach in male classes.

1. Instructional procedures

The researcher will introduce and also explain to students a digital application tool that will help students learn pronunciation in their own pace using the Duolingo application. It is designed to make it easier for students to learn English how to pronounce English word both in and out

of the classroom. Students can access the application by using the internet network with their mobile phones. In the learning process the teacher will explain or give overview about the pronunciation of functions, also why they have to learn pronunciation. In this study the researcher focuses on long vowels, short vowels and also diphthong, consonant.

For the start, teacher will give a few examples to students how long vowels short vowels and diphthong are used in English pronunciation. this was done by giving student a minimal pair activity. Minimal pair is where a lexical word meaning can be changed by replaces one phoneme (for example, thin/tin), which can be everywhere in pronunciation teaching materials and form the basis of much of a pronunciation teaching at the segmental level. Minimal partner activities generally focus on a attention to sound isolation, which is often overspoken or hyperarticulated way³². Many minimal-pair jobs involve decontextualization production or discrimination, or communicatively artificial contextualization, because in most cases the minimal pair words that can be targeted in the same context. Examples:

- a. I sit on the seat
- b. I see the sheep on the ship
- c. I bit a beat

After they understand and know what is long vowel short vowel and diphthong, the teacher will give directions to students in using the

³² Martha C, pennington & Pamela rogerson revel, “ English pronunciation teaching and research” (Library of Congress Control Number: 2018946548 2015) Research and Practice in Applied Linguistics ISBN 978-1-4039-4235-7 ISBN 978-1-137-47677-7 (eBook). NO. 436

Duolingo application; the teacher will follow guide students step by step to start to learn pronunciation using the application. The following tasks show how mobile gamification application mediated pronunciation learning is designed. the task include:

a. Cycle 1

During the next day the teacher instructs the students to turn on their cell phones upon entering the classroom, and guides students through the initial setup of a Duolingo account (see Figure 2), and instructs students to activate the 'friends' feature, within the application so they can check each other's progress in the app in order to challenge each other to go forward. The teacher then guides the students to start in Basics 1, i.e. introductory level. Students are given 3 times the opportunity to repeat the lesson, to meet the best score. Teachers monitor students to ensure that they are working independently. And also reminds students to speak into the app at a volume level high enough to be heard.



Figure 2.2. duolingo setup page

Students can work on Duolingo application lessons, which involve a variety of exercise. For example, student's complete sentences by choosing correct choice of words, choose the correct translation, complete the practice of speaking orally and also translate a sentence, and translate words and sentences from English to Indonesia and from Indonesia into English. In this exercise, students can find embedded instructions (e.g. word forms, word definitions, pronunciation words), and there is also feedback on correct answers when mistakes are made, and positive feedback when tasks are completed correctly.

b. Cycle 2

on the next day, the learning activity they will do is before they reopen the Duolingo application students will be asked first to choose their respective study partners, which then after they determine their respective partners they will be asked to study by inviting their partners to study together, after that they can exchange ideas and can easily learn together. After they have enjoyed learning with their partner enough with the Duolingo app, the researcher will appoint 3 pairs who will come forward and are invited to complete whatever lessons they learned today in the Duolingo application, also provide examples of the words long and short vowels and also the diphthongs they have find it in the Duolingo app.

c. Cycle 3

At this level students will be invited to learn independently by focusing on listening training and also recording from the Duolingo application, where at this stage students will focus more on learning to listen to their pronunciation practice from the Duolingo application feature which then from this feature they can record their voice automatically in the feature. They will be given 30 minutes for the learning, which is then continued by giving them an assignment in the form of a record, students will be asked to re-record any sentences they have learned in the application, which they can then collect via WhatsApp.

d. Cycle 4

After they understand enough about the pronunciation learners using the Duolingo application, at this level the teacher will invite students to compose a poem, with a themes (a friendship) at least one paragraph. The purpose of this task is to see how far they can recognize and also distinguish long vowels, short vowels and diphthongs, and also to measure their experience while they are learning to use the Duolingo application in learning pronunciation.

C. Data collection

In this case study the data are collected using three techniques, interviews, observation, and documentation, first interviews in question and

answer between two people or more directly to get more information about some issues or problem.

The interviewer asked some questions to the student related to subject matter of this research, then participant giving the information which interviewer needed. The researcher will give some question to the student related using Duolingo app. In this study the interview will use a unstructured interview.

The second data collection technique used was through observation. The researcher used observation checklist about situation in the class while teaching learning process, student's participation, and students enthusiastic during the learning process and their braveries in speaking lesson. Observations were done to collect the information about condition in teaching leaning process. Researchers will conduct classroom observations, by recording the learning process using mobile phone video recording, which aim to see the learning process in the classroom, the extent to which students are enthusiastic in the learning process by using gamification applications as media for learning student pronunciation.

After that all activities the researcher will take the documentation, documentation is effort to collect data by searching through written objects; they can include notes, transcriptions, books, newspaper, magazine, worksheet, meeting agendas. Documentation were done to obtain or information in the form of books, archives, documentation or picture that can be reports and information which can support this research. The researcher

will collect some documentary evidence that will complement the research study.

D. Data analysis

1. Analyzed the data from interview

In analyzed the data, the researcher used data of interview with the participant. consider how can a data constructed and produced at the time of the interview, and on how the data can be captured through various forms of engagement. In this step, the researcher processes the audio recordings of the interview into transcription or written data to find out their first opinion while playing Duolingo³³.

2. Analyze data from observations

After entering into the observation session carried out for two weeks, the researcher search and sees what motivations the subject gets during play duolingo application in the class. The most important goal in a classroom focused on observation becomes more independent. As well as observing in various contexts one of education, you will build a professional framework or chemistry for interpret an event and can make a decision in it. Aim Focused observations in the classroom can show that a teaching is a complex matter that can provide all the necessary preparations³⁴.

³³ Kahryn Hughes, et all, "Re-approaching interview data through qualitative secondary analysis: interviews with internet gamblers" (Informa UK Limited, trading as Taylor & Francis Group, 2020) DOI: 10.1080/13645579.2020.1766759.

³⁴ Cary D Borich, "Observation skills for effective teaching research based practice" (The University of Texas at Austin, 2015).

3. Analyzed data from documentation

The last step that researcher used are documentation. Just like scientists who work in a laboratory then they keep very detailed and systematic laboratory records as experimental records procedures, it is done in the same way as qualitative researchers who keep field notes regularly to document a research process, also argues and also explains how the photographs taken by researchers in a locations will be able to have a very similar function to written records furthermore the researcher will provide tangible evidence or photo transcripts as documentation and proof of the research that the researcher did during the learning pronunciation³⁵



³⁵ Lauren Leigh Hinthorne, "Using digital and instant film photography for research documentation: a research note" (University of Queensland, Australia, 29014) Vol. 14(4) 508–519 DOI: 10.1177/1468794113488127.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of analysis of enacting speaking learning in secondary school. It also explores students' experience in pronunciation learning through mobile gamification application which was carried out for two weeks in five meetings. The findings consist of the result of focus group interview, observation, and document analysis. After that, the discussions of what have been described in the findings are elaborated in this chapter.

A. Research Findings

In this section, the researcher presented and discussed about the findings of the present study. The data analysis would be presented based on the following research objective as follow to figure out how mobile gamification application can mediate students' pronunciation learning. From the analysis of the data that the researchers collected, the researcher looked at the students' experience in terms of learning pronunciation using the Duolingo application. There were interviews conducted as well as some learning artifacts that had been made by students in pronunciation classrooms. The major findings of the study are (1) students' engagement in mobile application-mediated vocabulary learning, (2) collaboration in the preparation and development of words into sentences, (3) development of students' speaking fluency, and (4) elicitation of poetry ideas.

1. Students' engagement in mobile application-mediated vocabulary learning

In this study, the process of building students' awareness of the material is to invite students to know in advance what is meant by pronunciation and what is contained in it in general. And then, the class continued by explaining students about how pronunciation learning was enacted using the Duolingo application to learn about long vowel, short vowel, diphthong, and also consonants (see figure 1). The Duolingo application made use of mobile gamification based learning where students had to connect their cellular network to open the application. To achieve the desired goals, the students were asked to look for examples of words from each materials as presented in the Duolingo application.



Figure 4.1
The Students accessed their mobile phone individually to find examples of long vowel, short vowel, diphthong, and consonant words (30 March, 2022).³⁶

³⁶ Students accessed their mobile phone individually to find examples of long vowel, short vowel, diphthong, and consonant words (30 March, 2022)

At this learning stage, they worked individually which aimed to introduce them with the Duolingo application. They also learned to be familiar with what is called by long, vowel, short vowel, diphthong and also consonants and to distinguish among them. They activated their mobile devices and started to access the Duolingo application which they downloaded in the Playstore before. They used the application based on the instructions on how to use the application and also some basic themes how they search for these words.

In this stage the researcher saw how students experienced learning pronunciation using mobile application on their first day using the Duolingo application pronunciation. From the focus group interview, it can be implied that student participants engaged actively at the first meeting of using mobile application to learn pronunciation (see Table 2).

From the excerpts, it is known that students can easily find various kinds of words such as long vowels, short vowels, diphthongs; consonants in the Duolingo application. The Duolingo application can help them learn pronunciation well. It can be seen from the interview that students also felt entertained in their learning using the Duolingo application. They found it very interesting when they could easily learn English, especially in pronunciation.

Table 3.1.
Data display focus group interview “30 March,2022”.³⁷

Trun	Actors	Contribution	Mood
1	T	What did you learn on the first day you studied pronunciation with me using Duolingo app?	Asking for confirmation
2	S1	I learned that there are several things that must be understood in pronunciation learning such as long vowels, short vowels, diphthongs, consonants. And <u>Duolingo application helped me show each pronunciation features with clear example and interesting visuals.</u> I can get to know more deeply what we really need to understand in pronunciation.	Statement
3	S2	What's your response since you just got to know Duolingo?	Elaboration
4	T	<u>I was interested</u> when I know there are applications that can help learn pronunciation such as how to make correct sentences, how to pronounce well, also how to pronounce the right words and that very interestingly	Asking for confirmation
5	S3	In terms of what makes you interested in using this application?	Statement
6	T	It becomes interesting when <u>I can easily learn many words and can be accessed wherever I am,</u> such as at home, at school, and also during certain hours of my free time.	Elaboration
7	S3	<u>This application is really entertaining;</u> I said this really entertain because I can see there are many cartoon images that don't make the application quite.	Statement
8	S4		

As for their opinion in using the Duolingo application, their opinion when they used the application for leaning pronunciation can be

³⁷ Data display focus group interview “30 March,2022

seen in Table 3. The interview shows how they used the Duolingo application easily.

Table 3.2.
Data display focus group interview “ 30 march, 2022”.³⁸

Turn	Actor	Contribution	Mood
1	T	What was your first impression of learning pronunciation using Duolingo?	Asking for information
2	S5	In fact, many of us feel confused when we try to download it, because it is the first time knows this application, but over time we know how to used, <u>this application is good enough to help us learn pronunciation</u> , because at the beginning there is no time to learn English intensely, until we know this application.	Statement
3	S6	the first impression I <u>feel curious</u> about this application because it look like wow interesting, and at the end I feel like oh this application is really helpful for me as a lazy student how to learn language hehehe.....	Elaboration

The findings of this study indicate that facilitating the development of knowledge of students' pronunciation learning by using mobile gamification apps can make students understand the kinds of things contained in a pronunciation, and also how to pronounce it correctly. This builds their awareness of how to speak English properly. In addition, the findings showed that students engaged in pronunciation learning actively

³⁸ Data display focus group interview “ 30 march, 2022

because they never used it before, it was interesting, and they were curious to learn to use it for learning pronunciation in particular.

2. Collaboration in the preparation and development of words into sentences

As previously discussed, the use of mobile gamification applications such as Duolingo is an effective tool for students to develop in their pronunciation knowledge about how they distinguish between long vowels, short vowels, diphthongs, and consonants. In this section, after students finished learning words from long vowels, short vowels, diphthongs, and also their consonants, they continued to learn to develop the word into a sentence at least 1 sentence from each word they found. They arranged the sentences in groups of three students. They followed the task given to guide them to compose a sentence together. The focus group interview in Table 4 describes how they collaboratively constructed and developed a sentence together.

Table 3.3
Data display focus group interview “April, 11, 2022”.³⁹

Trun	Actor	Contribution	Mood
1	T S1	How about today's material, what did you learn? I can compose a sentence well with the help of the Duolingo application, because there is a way to see how to pronounce words in sentence. It helps me with intonation as well.	Asking for Confirmation Statement
	T	Are there any difficulties or problems in doing group assignments?	Asking for Confirmation
	S2	There doesn't seem to be any, we really enjoyed it because we were able to work	Elaboration

³⁹ Data display focus group interview April, 11, 2022.

	T S3	<p>together on a common task, so it was more helpful.</p> <p>And what is your impressions did you get from today's lesson? I can easily arrange words into a sentence by studying with Duolingo together with my partner.</p>	Asking for Confirmation Statement
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This data shows that students worked together in groups to discuss how appropriate and accurate sentences were and also how the ideas of sentences were determined. In this stage students were seen in terms of how students could collaborate with their friends to work together in completing their collaborative tasks. The purpose of collaboration or group work is to see and assess the extent to which students' experiences learning and working together using the Duolingo application with their peers. Figure 2 shows their ability to do the given task was engaging.



Figure 4.2
the Students working on tasks together using the duolingo apps
“11 April, 2022”⁴⁰

⁴⁰ : the Students working on tasks together using the duolingo apps “11 April, 2022”

This picture shows student learning activities in groups. Students made a sentence that they found in the first face-to-face meeting where after they simply collected a few words from each vowel, such as long vowel, short vowel, diphthong, and also consonants. They were told to make a group of three, where they learned together by activating the friendship mode on the Duolingo application so that they could easily learn to make a sentence together using the Duolingo application. The purpose of group learning is to teach them how to work together and also how to exchange opinions to solve a problem.

Students completed not only the task of making sentences together but also the engagement through which they could participate and accept their respective opinions from each of their groups. It can also be seen that the interaction or spontaneous response shown in the interview excerpts (Table 3) which shows how students could also easily combine their ideas together with the help of the mobile gamification application (Duolingo). Furthermore, by activating the friend mode where they could invite their friends to learn together made it easier for them to work together in making a sentence. It indicates that mobile application mediated collaborative learning can provide opportunities for students to express ideas and support each other.

3. Development of students' speaking and listening skills in practice

At the third meeting, the learning activities were carried out by the researcher to invite students to listen to a conversation (video). In this

section, the learning activities were carried out by implementing listening activity that was mediated by laptop and loudspeaker. The researcher used them to facilitate students to learning to be more effective. The video situated in daily conversation context was played lasted for 7 minutes with repetition of a maximum of three times. Students were asked to listen carefully with the aim that they could understand how a good and correct conversation was carried out. In addition, this activity aimed to see their pronunciation achievement and their speaking progress when they learned pronunciation using the Duolingo app. After the video finished, the researcher provided directions to students to open their Duolingo application with the theme of the speaking activity. They practiced their speech by re-recording their voices into the application (see the figure 3 of student listening activity).



Figure 4.3.
Student listened to spoken language played through loudspeaker
“14 April 2022”⁴¹

⁴¹ Student listened to spoken language played through loudspeaker “14 April 2022

The picture was taken when students were doing joint listening activities with the aim of testing the extent to which they could distinguish long vowels, short vowels, diphthongs, and consonants. These activities were also related to previous student learning activities using the Duolingo application. After students listened carefully to the conversation that the researcher played which lasted 7 minutes, they were given a maximum of 3 repetitions. And then, the students were given opportunities to write what words they heard during the listening activity. After that, they were told to open their Duolingo application by activating the basic theme of the conversation. They were asked to re-record the conversation in the Duolingo which then they could collect it through the Whatsapp group application. In conclusion, in this third meeting, there were two activities carried out where students looked for words related to long vowels, short vowels, diphthongs, and consonants, which they had been listened before, and the second was the activity of re-recording conversations in the Duolingo application. The focus group interviews in Table 5 how their listening activity can be seen below.

Table 3.4
data display focus group interview “ 14, april, 2022 ”.⁴²

Turn	Actor	Contribution	Mood
1	T	What was your impression of today's learning activities?	Asking for conformation
2	S1	Today's learning activities are quite difficult for me, there are many words that I can't catch clearly when playing the audio, because it's really difficult for me, but I	Statement

⁴² data display focus group interview “ 14, april, 2022

3	S2	<p>think it's normal because I'm not good enough at listening but it's also fun.</p> <p><u>I really enjoyed</u> today's learning activities, to be honest, I really like listening, it's like I feel challenged, and especially when I can catch words correctly, and it feels really good.</p>	Statement
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The interview showed students' opinions and impressions of students' first activity, namely learning listening activity. Although students found it challenging, they enjoyed and listened to the conversation attentively. Furthermore, Table 6 below shows the activities of using the Duolingo application to see how conversational learning in the Duolingo application was carried out by their conversation.

Table 3.5.
Data display of focus group interview "14, April, 2022".⁴³

Turn	Actor	Contribution	Mood
1	T	What have you got after you learned conversation in the Duolingo app?	Asking for conformation
2	S3	honestly this application really helped me understand the correct arrangement of sentences, and also how to pronounce correctly, after I activated the conversation theme in the Duolingo application I was very surprised because I could easily record my original voice there and also I immediately got a direct assessment on in this application it really helped me.	Statement
3	S4	<p><u>We really enjoyed</u> every process that we felt after we learned to use this application, when we tried to understand what proper reading was like, there we were very happy because we could learn very easily.</p>	Elaboration

⁴³ Data display of focus group interview "14, April, 2022

The findings of this study indicate that facilitating the development of facilitating student using duolingo apps as mobile gamification application mediated student learning pronunciation activity such as a conversation. The researcher reflected that students enjoyed every process they experienced while they were using the Duolingo application. It can also be seen that this information shows that students experienced various learning experiences while they learned to use the Duolingo application.

4. Poetry presentation as a means to practice pronunciation

On the last day of the learning activity the researcher gave a film entitled (MOANA) to be shown to students so that they were better prepared for the last learning activity to be carried out. They were given time to watch the film with the duration of 30 minutes. After that, they were given directions for them to make a poem with the theme of loved ones (friends, family). They were given 10 minutes to make the poem draft. The purpose of this activity was to see how far the knowledge that those students gained during the meeting. Additionally, they learned to string each word well and to see the experience from the perspective of their own lives as long as they had loved ones around them (see the figure 5 of student watching movie activity).



Figure 4.4
student watching movie activity “ 15 april 2022”⁴⁴

The activity in this picture shows students were watching a movie together. Today’s activity was the last day of learning due to research time given by the school was limited. However, with the permission from the principal and also the teacher who taught after the researcher's learning, the researcher was given additional time to complete the learning goals. This opportunity was used by the researcher to continue with making poetry tasks. The purpose of watching activities here was to provoke students' emotions so that they could easily capture ideas and also imagination to make a poem as expected. In addition, the making poetry tasks were implemented to see the development of students' wording skill and to see how well students understood how to make a good poem. Students were given the last 10 minutes to compose a poem with the theme of a loved one (friends, family, special person). After the students finished with the activity of making a poem, the researcher gave an opportunity for them to come to the front of the class and read the poem

⁴⁴ student watching movie activity “ 15 april 2022

they made. Table 7 shows the experiences felt by students while they were trying to make a poem.

Table 3.6
Data display focus group interview “15 April, 2022”.45

Turn	Actor	Contribution	Mood
1	T	How was your experience while you were writing poetry in 10 minutes?	Asking for conformation
2	S1	oh god, you really make me nervous, I seem to feel shaking and also a little confused because the time given is not long enough for me, but unexpectedly I can finally make a poem in 10 minutes ,	Statement
3	S2	but at least I can express my heart to my loved ones through the poetry that I write, even though I don't know if it's good or not <u>honestly you surprised me</u> , you know I'm not good at making romantic words or anything, and suddenly I made a poem in 10 minutes, it's really impossible, but yes I made it but it's really fun.	Statement

This data shows that students can contribute to today's learning activities by making a poem what they will express and how the idea of a sentence is determined. It was also found that the value of their sentence sequences was central to the construction of the poem. They also try to make a poem that they think will inspire and touch the hearts of readers.

B. Discussion

The results showed that the main topic trends including the use of technology in the classroom for learning English pronunciation responded to research questions including the delivery of quality education that facilitates mobile gamification-based pronunciation learning, inquiry into learners'

⁴⁵ Data display focus group interview “15 April, 2022”

concepts, and how to use technology for teaching. And a learning process that focuses on students' learning experiences using mobile devices technology, such as the phone application, Duolingo, which aims to see the extent to which students' learning experiences learn pronunciation using mobile gamification as well as development to improve students' pronunciation skills.

The findings further reveal that technological devices are introduced to achieve better results in language teaching especially students' learning pronunciation skills. This happened because there were four selected thematic analyzes found by the researcher. (1) Students' engagement in mobile application-mediated vocabulary learning, and (2) collaboration in the preparation and development of words into sentences (3) development of students speaking of the material in practice, (4) elicitation of poetry ideas. First, opportunities for more productive learning in the process of building students' awareness of the material is to invite students to know in advance what is meant by pronunciation and what is contained in it in general, in the learning process was mediated by using the help of technology mobile gamification application (Duolingo) which will mediate students' learning to learn pronunciation in the classroom. In addition, in the learning process was carried out to find out the extent to which students experience learning English which focuses on pronunciation with technology mediation mobile gamification applications (Duolingo).⁴⁶ Basically, the use of technology in everyday life has increased and has many purposes, one of which is in the

⁴⁶ Lina Fathi Sidig Sidgi & Ahmad Jelani Shaari, "The Effect of Automatic Speech Recognition EyeSpeak Software on Iraqi Students' English Pronunciation: A Pilot Study" (Australian International Academic Centre, Australia, 2017) Vol. 8 No.2. Doi:10.7575/aiac.all.v.8n.2p.48

field of education as a tool for learning facilitates the learning and teaching process in the classroom. In addition, technology-mediated language learning makes it easier for students to improve language that is devoted to learning pronunciation. ⁴⁷Duolingo is an application designed to help with language learning, especially pronunciation. See in terms of how students learning pronunciation which involves Duolingo activities can also help students achieve flow in their foreign language learning, which can also contribute to their achievement.

Second, collaboration in the preparation and development of words into sentences, collaboration learning or Group learning is one of the most effective learning activities and can increase students' enthusiasm for learning students will be able to learn easily by channeling their respective opinions. The purpose of implementing collaborative learning in the classroom is to maintain effective social interactions among students, and also collaborative learning is a miniature of social interaction, which generally allows students to take advantage of their social and intellectual potential. In the achievements that the researcher saw at the second meeting, students could easily work on and make a sentence well, by working together. The purpose of this collaborative project is to help students to discuss problems to find solutions, and can help them generate ideas that can facilitate their learning activities.

The process of eliciting ideas, which is carried out collaboratively, can provide

⁴⁷ Jason R. Rachels & Amanda J. Rockinson-Szapkiw, "The effects of a mobile gamification app on elementary students' Spanish achievement and self-efficacy" (aCalvary Christian Academy, Fort Lauderdale, FL, USA; bUniversity of Memphis, Memphis, TN, USA, 2017) DOI: <https://doi.org/10.1080/09588221.2017.1382536>

an opportunity for each group member to exchange ideas and opinions on the topic of how to make correct sentences. Because in this activity students can makes sentence by working together with their respective group.⁴⁸

Third, Development of students' speaking and listening skills in practice, listening is basic language skill that can be improved through various activities, one example are training using audio or assistance technology such as mobile gamification apps (Duolingo).⁴⁹listening learning strategy orientation the purpose of the lesson the strategy is to improve students listening skills who can listen critically through how learning conditions that encourage students to think cognitively, such as identifying a conclusion, apply principles, identify relevant data, and also consider how to solve problem, catch the main idea and understand the meaning of oral discourse communication. Which will create critical listening conditions for students with implies interpretive, introspective, responsive, productive, and evaluative to a incident. The purpose of learning listening is to simultaneously hone how to pronounce better.

Forth, Poetry presentation as a means to practice pronunciation, in this learning activity is carried out to see the results of the development that students get as well as the extent of their impressions and their experiences as long as they focus on learning pronunciation using the Duolingo application.

⁴⁸ Sandi Ferdiansyah, "Collaborative narrative writing: A digital photography task in an Indonesian Islamic secondary school" (*English Education Department, University of 17 Agustus 1945 Banyuwangi, Jalan Laksda Adi Sucipto, Banyuwangi, East Java, Indonesia*) DOI: 10.17509/ijal.v8i2.13277.

⁴⁹ Arono, "The relationship between listening strategy performance and critical listening ability of Indonesia students" (Department of Indonesia language, faculty of education, Bengkulu university 2015) vol.22, page 91-87. DOI: <http://dx.doi.org/10.15548/jt.v22.i1.117>.

Poetry is one of the widely recognized aspects of the English curriculum for presenting poetry specific pedagogical and learning challenges for students. The idea that the practice of the Oral Word of poetry can help and supports students' pronunciation as well as unspoken feelings make it in a Spoken Word.⁵⁰ One of his journal ('Poetry is not a special club': how has an introduction to the secondary Discourse of Spoken Word made poetry a memorable learning experience for young people?) He said there are several things that must be considered in making a poem where Students (and teachers) who work together with making poets are 'embedded' and find that students have a good approach in:(a) choice of subjects for writing;(b) poetry selection;(c) talk about the text of the poem and the author (d) the writing process;(e) listening; and (f) collaboration and performance.

Based on the findings and discussion above, this study offers implications for learning pronunciation using the technology-mediated Duolingo application that can be applied effectively. First, teachers can easily consider implementing blended learning supported by mobile gamification apps, namely Duolingo. Teachers can design activities that integrate offline learning activities that apply pronunciation learning which can add to the student's experience of learning better pronunciation. Second, teachers can design pronunciation learning projects such as asking students to create individual or collaborative poems that reflect students' experiences in learning

⁵⁰ Sue Dymoke, "Poetry is not a special club': how has an introduction to the secondary Discourse of Spoken Word made poetry a memorable learning experience for young people" (Oxford Review of Education, 2017) DOI : 10.1080/03054985.2016.1270200.

pronunciation. In addition, these mobile gamification apps can be used as student pronunciation learning assignments.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections: the first deals with the conclusion of the research findings, and the second deals with suggestions.

A. Conclusion

This study shows that a process of student learning activities related to teaching pronunciation and jointly developing how students' learning experiences relate to learning using a mobile gamification application, namely Duolingo. Students can also engage socially in collaborative learning activities and creatively listen to them. This study has three practical implications. First, the approach or introduction of a pronunciation learning application aims to introduce mobile gamification apps (Duolingo) a modern application that is useful for developing students' pronunciation in an effort to increase their knowledge of pronunciation as well as their experience of learning using a mobile gamification app. Second, collaboration-based tasks are carried out by students to help develop student cohesiveness and increase literacy in their interactions with teaching and learning activities. Third, listening, in these activities students can learn how to be good listeners where students can understand intonation, the words spoken by a speaker. Fourth, the poetry writing activity aims to see how far they understand using the application and see how the students' pronunciation has improved, as well as the students' writing experience. Since this research only focuses on students' experiences in using the mobile gamification app (Duolingo) future studies on how mobile

gamification application-mediated pronunciation learning projects are implemented to help improve students' pronunciation, as well as student learning experiences.

B. Suggestion

Based on the conclusions above, the researcher will give some suggestions related to the process of teaching speaking as below:

1. for English Teachers

Teachers can use the pronunciation learning method with the help of using mobile gamification apps through the Duolingo application in teaching students how to speak English in class, because this method can improve students' speaking skills. This method can make students better understand how to pronounce correctly.

2. for Future Researchers

The researcher hopes that this research can be a reference for further researchers to conduct better mobile gamification apps-based learning through the use of the Duolingo application for pronunciation learning. Further research can be in the form of applying the method in other skills such as other skills or those that focus more on intonation.

KH ACHMAD SIDDIQ
JEMBER

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Appendix 1

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
Investigating secondary school student experience pronunciation learning through mobile gamification application	<ol style="list-style-type: none"> 1. Investigated experience in pronunciation 2. Mobile gamification application 	<ul style="list-style-type: none"> - Short vowel - Long vowel - Diphthong - consonant <ul style="list-style-type: none"> - mobile assisted language learning 	<ol style="list-style-type: none"> 1. Interview data 2. Observation data 	<ol style="list-style-type: none"> 1. Research Approach & type of research <ul style="list-style-type: none"> - Qualitative Approach - Case study 2. Participant Teacher & Students' 3. Technique of Data Collection: Interview observation 4. Data Analysis: transcription and thematic analysis 	How can mobile gamification application mediate students to learn English pronunciation

Appendix 2

DOCUMENTATION RENCANA PELAKSANAAN PEMBELAJARAN PJJ

Nama Sekolah : MAN 1 Negeri Sumenep
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi Pokok : speaking for interactional purpose
(pronunciation)
Sub Materi : Fungsi Sosial, Struktur Teks dan Fungsi
kebahasaan.
Alokasi Waktu : 90 menit 1x jp

A. Kompetensi Inti (KI)

- KI 1: Menerima dan menjalankan ajaran agama yang dianutnya.
- KI 2: Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.1.Mendengarkan intruksi sangat sederhana dengan baik di dalam kelas terkait pronunciation.	- Membaca tentang pronunciation long, short vowel dan diphthong dengan baik.

1.2. menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi sesuai dengan konteks penggunaannya.	- Menalisis pronunciation pada contoh teks yang diperdengarkan dan mempraktekannya secara mandiri.
1.3. Membangun tanggung jawab, teliti, dan terampil melalui media pembelajaran Duolingo.	- Menggunakan Duolingo apps sesuai dengan tujuan pembelajaran.

C. Media Pembelajaran & Metode Pembelajaran

1. Media : Powe Point, Worksheet
2. Metode Pembelajaran : Task Based Language Learning
3. Alat Bahan : Spidol, LCD, Hp, Papan Tulis
4. Sumber Belajar : Youtube

D. Tujuan Pembelajaran:

1. Setelah melaksanakan kegiatan pembelajaran melalui model *task-based language teaching* (TBLT, yang di mediasi oleh teknologi Duolingo) peserta didik dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan pada model teks interaksi dalam konteks kehidupan sehari-hari yang berfokus pada pronunciation baik secara lisan dan tulis.
2. Setelah melaksanakan kegiatan pembelajaran melalui model *task-based language teaching* (TBLT, yang di mediasi oleh teknologi Duolingo) peserta didik dapat menangkap makna juga memahami materi pronunciation.

E. Kegiatan Pembelajaran

Stage	Goal	Teacher's activities	Students' activities
Focused form instruction: - Pre-input	- Membangun pemahaman siswa terkait materi pronunciation long, short vowel, dan	- Guru mengajak siswa untuk menyimak dan	- Siswa menyimak dan mendengarkan an apa yang

	dhipthong	<p>mendengarkan secara teliti percakapan digital untuk mengamati long, short vowel dan juga diphthong.</p> <ul style="list-style-type: none"> - Guru memberikan contoh terkait materi pronunciation (long, short vowel, and diphthong), melalui (minimal pair) contoh; sheep, ship, sure, kepada siswa. 	<p>guru jelaskan</p> <ul style="list-style-type: none"> - Siswa diminta untuk menyimak kemudian mencatat apa yang guru sampaikan. - Siswa menyimak dengan teliti apa yang guru jelaskan.
<ul style="list-style-type: none"> - Task oriented input 	<ul style="list-style-type: none"> - Mengenalkan siswa sebuah mobile gamification app, yang dipersiapkan untuk membantu mereka belajar pronunciation. 	<ul style="list-style-type: none"> - Guru mengenalkan dan menjelaskan sebuah aplikasi berupa mobile gamification application dan mengunduhkannya untuk membantu mereka belajar pronunciation (long, short vowel, and diphthong). 	<ul style="list-style-type: none"> - Siswa mendownload aplikasi Duolingo.

- Post input	- Menilai sejauh mana siswa mengerti dan memahami pelajaran pronunciation (long, short vowel, and diphthong) dengan menggunakan aplikasi Duolingo.	- Guru meminta siswa untuk berlatih dan mendiskusikan terkait materi dengan menggunakan aplikasi Duolingo di rumah masing-masing.	- Siswa menulis sebuah puisi singkat yang bertemakan (persahabatan)
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Mengorganisasikan peserta didik untuk belajar

- Peserta didik diminta untuk mendownload aplikasi Duolingo dalam pembelajaran pronunciation.

Membimbing penyelidikan individu maupun kelompok

- Peserta didik diminta untuk memilih satu pasangan sebagai pasangan belajar mereka.
- Peserta didik diminta membuat contoh berupa kosa kata yang menunjukkan kata long, short vowel dan diphthong.
- Peserta didik diminta untuk maju kedepan kelas dengan pasangan mereka, yang kemudian menjelaskan apa saja yang mereka pelajari terkait materi pronunciation (long, short vowel, and diphthong) di dalam aplikasi Duolingo bersama pasangannya.

Menganalisis dan mengevaluasi proses pemecahan masalah

- Peserta didik diharapkan dapat menyimpulkan materi.

1. Kegiatan Penutup

- Memfasilitasi peserta didik untuk **mereview** pembelajaran yang telah dilaksanakan.

- Melaksanakan penilaian untuk mengetahui ketercapaian pembelajaran.
- Berdoa bersama dan memberi salam sebagai penutup pembelajaran.
-

F. Penilaian

Teknik Penilaian:

1. Penilaian Sikap : karakter kreatif, kemandirian, santun, ketelitian, tanggung jawab.
2. Penilaian Pengetahuan : Kuis berbentuk Pilihan Ganda.
3. Penilaian Keterampilan: Soal berbentuk Essay

Kepala MAN 1 Sumenep

Sumenep, 22 oktober 2021
Guru Mapel.

(.....)

(.....)

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JEMBER

(PRE-INPUT AND MAIN TASK 1)

LAMPIRAN 1 THE FIRST DAY: MATERIAL DEVELOPMENT.

Activity 1. Look at the sentence and the one of the yellow line above

- a) The **sheep** had very fine fur, they live in grass fields which are very beautiful and have great views. **Good** quality sheep are sheep originating from Australia. Lamb is a favorite **food** in Arabia. (long vowel)
- b) On Sunday shely always play at my house with her **cat**. The cat likes my **bed**; the cat also eats a **lot** of snacks. (short vowel)
- c) I really **like cow**'s milk, cow's milk has a very good **taste**. (diphthong)

The sentences above are examples about the material about pronunciation, in this activity the teacher give student explanation what is vowel and diphthong.

Activity 2. Please active your mobile phones and listen to the instructions!

Before going to the next section student can download the Duoliogo application, after they have downloaded the application, the teacher will explain how to use the application, look the picture below:



Then the teacher will explain application, after they understand enough a her will give 15 minutes for students to use the application to learn anything about pronunciation in the app of Duolingo. At the last teacher will give student feedback about the material, for example repeat what they learned, by doing it together.

RENCANA PELAKSANAAN PEMBELAJARAN PJJ

Nama Sekolah : MAN 1 Negeri Sumenep
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi Pokok : speaking for interactional purpose
(pronunciation)
Sub Materi : Fungsi Sosial, Struktur Teks dan Fungsi
kebahasaan.
Alokasi Waktu : 90 menit 1x jp

A. Kompetensi Inti (KI)

KI 1: Menerima dan menjalankan ajaran agama yang dianutnya.

KI 2 : Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.4.Mendengarkan intruksi sangat sederhana dengan baik di dalam kelas terkait dengan pronunciation.	- Memberikan penjelasan secara detail tentang pronunciation long, short vowel dan diphthong dengan baik.
1.5.menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks	- Menggunakan mobile gamification app kedalam

interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi sesuai dengan konteks penggunaannya.	pembelajaran kebahasaan pronunciation.
1.6.Membangun tanggung jawab, teliti, dan terampil melalui media pembelajaran Duolingo.	- Penggunaan Duolingo apps sesuai dengan tujuan pembelajaran.

C. Media Pembelajaran & Metode Pembelajaran

1. Media : Powe Point, Worksheet
2. Metode Pembelajaran : Task Based Language Learning
3. Alat Bahan : Spidol, LCD, Hp, Papan Tulis
4. Sumber Belajar : Youtube

D. Tujuan Pembelajaran:

1. Setelah melaksanakan kegiatan pembelajaran melalui model ***task-based language teaching*** (TBLT, yang di mediasi oleh teknologi **Duolingo**) peserta didik dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan pada model teks interaksi dalam konteks kehidupan sehari-hari yang berfokus pada pronunciation baik secara lisan dan tulis.
2. Setelah melaksanakan kegiatan pembelajaran melalui model ***task-based language teaching*** (TBLT, yang di mediasi oleh teknologi **Duolingo**) peserta didik dapat menangkap makna juga memahami materi pronunciation, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan sikap kreatif, kemandirian, santun, ketelitian, dan tanggung jawab.

E. Kegiatan Pembelajaran

- Menyapa siswa dan menanyakan kondisi siswa dengan kalimat “How are you today?” , dan kalimat penyemangat seperti “This sunny morning, the spirit must be bright too, because we will learn fun things”
- Mengajak siswa mengingat kembali terkait materi sebelumnya secara bersamaan agar mereka semangat dalam mengikuti pembelajaran.

- Berkomunikasi serta memberi arahan kepada siswa terkait pelajaran yang akan di pelajari selanjutnya

F. Kegiatan Inti

Stage	Goal	Teacher's activities	Students' activities
Focused form instruction: - Pre-input	<ul style="list-style-type: none"> - Membangun pemahaman siswa terkait materi pronunciation long, short vowel, dan diphthong 	<ul style="list-style-type: none"> - Guru mengajak siswa untuk menyimak dan mendengarkan kembali secara teliti percakapan apa saja yang sudah di dengarkan sebelumnya di dalam aplikasi Duolingo. Terkait dengan materi long, short vowel dan juga diphthong. - Guru memberikan arahan kepada siswa langkah-langkah cara belajar menggunakan mode teman di dalam aplikasi Duolingo terkait 	<ul style="list-style-type: none"> - Siswa menyimak dan mendengarkan apa yang guru jelaskan - Siswa diminta untuk mengingat materi apa saja yang sudah di pahami sebelumnya di dalam aplikasi Duolingo - Siswa menyimak dengan teliti apa yang guru jelaskan.

		materi pronunciation (long, short vowel, and diphthong) .	
- Task oriented input	- Memungkinkan siswa untuk menegosiasikan ide-ide mereka, mengomentari dan memperbaiki kesalahan dalam berbicara rekan-rekan mereka, dan memberikan saran untuk pengembangan dalam percakapan rekan-rekan mereka.	- Guru membagi siswa secara berpasangan, dan mereka kemudian mendiskusikan contoh pronunciation (long, short vowel, and diphthong) dengan pasangan mereka menggunakan aplikasi Duolingo.	- Siswa membuat sebuah kelompok, yang kemudian mendiskusikan terkait dengan materi pronunciation (long, short vowel, and diphthong) menggunakan aplikasi Duolingo
- Post input	- Menilai sejauh mana siswa mengerti dan memahami pelajaran pronunciation (long, short vowel, and diphthong) dengan menggunakan aplikasi	- Guru meminta siswa untuk memberikan contoh kata long, short vowel dan juga diphthong, yang	- Siswa menuliskan contoh kata long, short vowel dan juga diphthong yang

	Duolingo.	sudah mereka temukan sebelumnya di dalam aplikasi Duolingo.	mereka ditemukan di dalam aplikasi Duolingo.
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Mengorganisasikan peserta didik untuk belajar

- Peserta didik diminta untuk mendownload aplikasi Duolingo dalam pembelajaran pronunciation.

Membimbing penyelidikan individu maupun kelompok

- Peserta didik diminta untuk memilih satu pasangan sebagai pasangan belajar mereka.
- Peserta didik diminta membuat contoh berupa kosa kata yang menunjukkan kata long, short vowel dan diphthong.
- Peserta didik diminta untuk maju kedepan kelas dengan pasangan mereka, yang kemudian menjelaskan apa saja yang mereka pelajari terkait materi pronunciation (long, short vowel, and diphthong) di dalam aplikasi Duolingo bersama pasangannya.

Menganalisis dan mengevaluasi proses pemecahan masalah

- Peserta didik diharapkan dapat menyimpulkan materi.

G. Kegiatan Penutup

- Memfasilitasi peserta didik untuk **mereview** pembelajaran yang telah dilaksanakan.
- Melaksanakan penilaian untuk mengetahui ketercapaian pembelajaran.
- Berdoa bersama dan memberi salam sebagai penutup pembelajaran.

H. Penilaian

Teknik Penilaian:

(MAIN TASK 2)

LAMPIRAN 2 THE SECOND DAY:

Actifty 1: Please make a group for two or three people!

After students find their respective pairs consisting of three participants, the teacher will share one of the roles in the group. The first participant will be tasked with writing down what they think is important related to the material such as vowel words, diphthongs and consonants, and then the second participant will be asked to look for words related to vowel, diphthong, and consonant materials. The third task is to provide explanations related to the material they have studied together.

Actifty 2: Next open the Duolingo application!,

In this section student can activate the friendship mode in the Duolingo application, where students can easily learn, exchange opinions, and respond to each other regarding learning pronunciation in the application with their partners. Teacher will give 30 minute for the student to learn with their partner. Look the figure: 1 below!



Question:

1. What can you learn from the discussion with your partner?
2. What new word have you learned? Have you learn how to pronounce them?
3. Is there anything interesting while you are learning pronunciation in the Duolingo app?

Figure : 1 Duolingo set up page

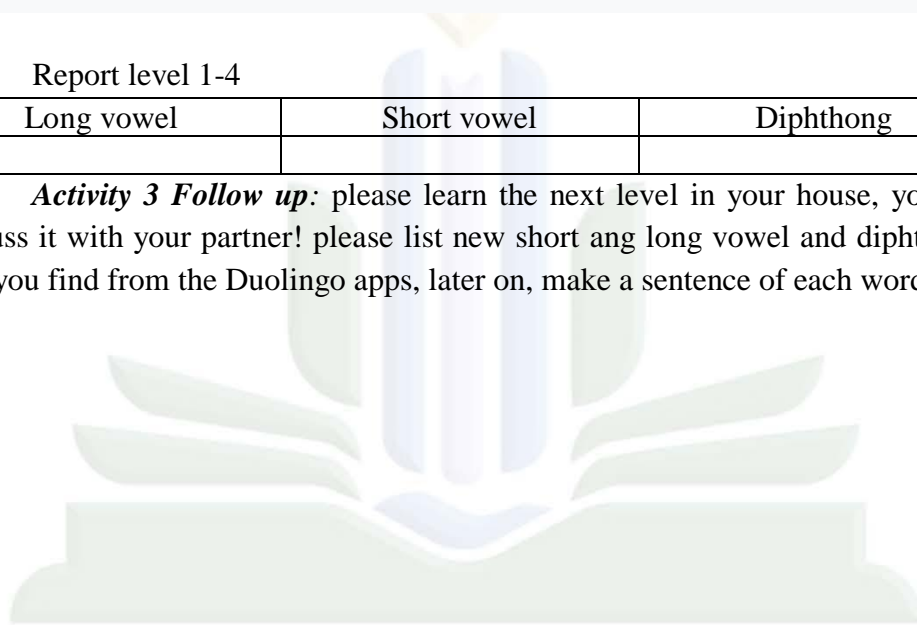
Activity 3:

After first and two activity teacher will appoint 3 pairs to come forward and are invited to share whatever lessons they learned in the Duolingo application, they are also asked to provide examples of the long vowels, short vowels and also diphthongs they have found it in the Duolingo app. then make a sentence from the word that you have found in the Duolingo application

Report level 1-4

Long vowel	Short vowel	Diphthong

Activity 3 Follow up: please learn the next level in your house, you can discuss it with your partner! please list new short and long vowel and diphthong, that you find from the Duolingo apps, later on, make a sentence of each word.



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RENCANA PELAKSANAAN PEMBELAJARAN PJJ

Nama Sekolah : MAN 1 Negeri Sumenep
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi Pokok : speaking for interactional purpose
(pronunciation)
Sub Materi : Fungsi Sosial, Struktur Teks dan Fungsi
kebahasaan.
Alokasi Waktu : 90 menit 1x jp

A. Kompetensi Inti (KI)

KI 1: Menerima dan menjalankan ajaran agama yang dianutnya.

KI 2 : Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.7.Mendengarkan intruksi sangat sederhana dengan baik di dalam kelas	Memberikan penjelasan dan intruksi dari guru tentang pronunciation long, short vowel dan diphthong dengan baik.
1.8. menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks	- Menganalisis pronunciation pada contoh teks yang yang di dengarkan

interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive).	dan mempraktekannya secara mandiri.
1.9.Membangun tanggung jawab, teliti, dan terampil melalui media pembelajaran Duolingo.	- Menggunakan Duolingo apps sesuai dengan tujuan belajar.

C. Media Pembelajaran & Metode Pembelajaran

5. Media : Powe Point, Worksheet
6. Metode Pembelajaran : Task Based Language Learning
7. Alat Bahan : Spidol, LCD, Hp, Papan Tulis
8. Sumber Belajar : Youtube

D. Tujuan Pembelajaran:

1. Setelah melaksanakan kegiatan pembelajaran melalui model *task-based language teaching (TBLT, yang di mediasi oleh teknologi Duolingo)* peserta didik dapat memahami materi pronunciation dengan baik secara lisan dan tulis. Selian itu, siswa dapat memberi dan meminta informasi terkait dengan konteks penggunaannya dengan benar dan dengan sikap kreatif, kemandirian, santun, ketelitian, dan tanggung jawab.
2. Setelah melaksanakan kegiatan pembelajaran melalui model *task-based language teaching (TBLT, yang di mediasi oleh teknologi Duolingo)* peserta didik dapat menangkap makna juga memahami materi pronunciation, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan sikap kreatif, kemandirian, santun, ketelitian, dan tanggung jawab.

E. Kegiatan Pembelajaran

- Menyapa siswa dan menanyakan kondisi siswa dengan kalimat “How are you today?” , dan kalimat penyemangat seperti “This sunny morning, the spirit must be bright too, because we will learn fun things”

- Mengajak siswa mengingat kembali terkait materi sebelumnya secara bersamaan agar mereka semangat dalam mengikuti pembelajaran.
- Memberi arahan kepada siswa terkait pelajaran yang akan di pelajari selanjutnya

F. Kegiatan Inti

Stage	Goal	Teacher's Activities	Students' activities
Focused form instruction: - Pre-input	- Membangun pemahaman siswa terkait materi pronunciation long, short vowel, dan diphthong	- Guru memberikan sebuah video pendek terhadap siswa Terkait dengan materi pronunciation (long, short vowel dan juga diphthong). - Guru memberikan arahan kepada siswa untuk menyimak dan memahami percakapan di dalam video tersebut.	- Siswa menyimak dan mendengarkan video tersebut. - Siswa memerhatikan dengan teliti apa yang guru jelaskan.
- Task oriented input	- Memungkinkan siswa untuk lebih memahami terkait materi pronunciation (long, short	- Guru memberikan arahan kepada siswa	- Siswa menden garkan secara teliti terhad

	vowel, dan juga diphthong).	untuk mendengarkan dan memperhatikan materi listening yang ada di dalam aplikasi Duolingo dengan teliti.	p materi listening yang ada di dalam aplikasi Duolingo dengan teliti.
- Post input	- Menilai sejauh mana siswa mengerti dan memahami pelajaran pronunciation (long, short vowel, and diphthong) dengan menggunakan aplikasi Duolingo.	- Guru meminta siswa untuk merecord ulang apa yang sudah mereka dengarkan di dalam aplikasi Duolingo .	- Siswa merecord ulang terkait materi yang sudah mereka dengar di dalam aplikasi Duolingo.

Mengorganisasikan peserta didik untuk belajar

- Peserta didik diminta untuk mendownload aplikasi Duolingo dalam pembelajaran pronunciation.

Membimbing penyelidikan individu maupun kelompok

- Peserta didik diminta untuk memilih satu pasangan sebagai pasangan belajar mereka.
- Peserta didik diminta membuat contoh berupa kosa kata yang menunjukkan kata long, short vowel dan diphthong.
- Peserta didik diminta untuk maju kedepan kelas dengan pasangan mereka, yang kemudian menjelaskan apa saja yang mereka pelajari terkait materi pronunciation (long, short vowel,

and diphthong) di dalam aplikasi Duolingo bersama pasangannya.

Menganalisis dan mengevaluasi proses pemecahan masalah

- Peserta didik diharapkan dapat menyimpulkan materi.

G. Kegiatan Penutup

- Memfasilitasi peserta didik untuk **mereview** pembelajaran yang telah dilaksanakan.
- Melaksanakan penilaian untuk mengetahui ketercapaian pembelajaran.
- Berdoa bersama dan memberi salam sebagai penutup pembelajaran.

H. Penilaian

Teknik Penilaian:

7. Penilaian Sikap : karakter kreatif, kemandirian, santun, ketelitian, tanggung jawab.
8. Penilaian Pengetahuan : Kuis berbentuk Pilihan Ganda.
9. Penilaian Keterampilan: Soal berbentuk Essay

Kepala MAN 1 Sumenep

Sumenep, 22 oktober 2021
Guru Mapel.

(.....)

(.....)

KH ACHMAD SIDDIQ
JEMBER

(MAIN TASK 3)

LAMPIRAN 3 THE THRID DAY:

Activity 1: Listen carefully video below to learn more about pronunciation!

(video attached) <https://youtu.be/H31UA2EQSRc>.

After students listen to the video that is playing, students will be assigned to look for words related to vowels, diphthongs and consonants. then they will be asked to translate the video conversation that has been played, which then the teacher will randomly tell them to come forward to practice the conversation they have seen in the previous video.

Activity 2: now please open the Duolingo application!

In this section student focuses on listening training and also recording from the Duolingo application, after they have watched the video They will be given 30 minutes for the learning. Look the figure 2.

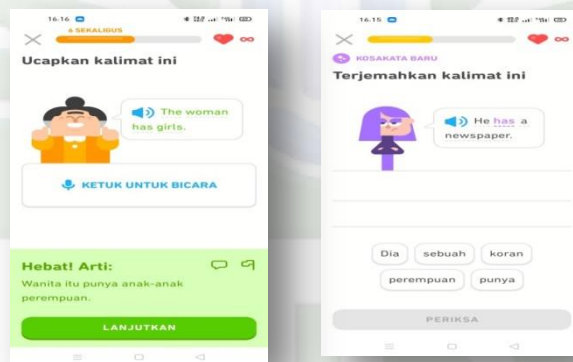


Figure 2 set up page.

Activity 3: please re-record any sentences that have been learned in the application!

Teacher gives student assignment about re- record what they have learned in the application, and then they can collect the recording and send it via Whatshap to see their achievements in pronunciation learning.

Activity 3 follows up: please you guys read and study the sentences below, and then look for the words long vowel, short vowel and also diphthong in it.

“An old man lived in the village. He was one of the most unfortunate people in the world. The whole village was tired of him; he was always gloomy, he constantly complained and was always in a bad mood.

RENCANA PELAKSANAAN PEMBELAJARAN PJJ

Nama Sekolah : MAN 1 Negeri Sumenep
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 1
Materi Pokok : speaking for interactional purpose
(pronunciation)
Sub Materi : Fungsi Sosial, Struktur Teks dan Fungsi
kebahasaan.
Alokasi Waktu : 90 menit 1x jp

A. Kompetensi Inti (KI)

KI 1: Menerima dan menjalankan ajaran agama yang dianutnya.

KI 2 : Memiliki perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi secara efektif dengan teman di kelas, guru, dan lingkungan sosial.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.9. Mendengarkan intruksi sangat sederhana dengan baik di dalam kelas	- Mendengarkan tentang pronunciation long, short vowel dan diphthong dengan baik.
1.10. menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks	- Menganalisis pronunciation pada contoh teks yang di

interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive).	dengarkan dan mempraktkannya secara mandiri.
1.11. Membangun tanggung jawab, teliti, dan terampil melalui media pembelajaran Duolingo.	- Memberikan intruksi pembelajaran dengan memberikan tugas akhir pembelajaran.

C. Media Pembelajaran & Metode Pembelajaran

1. Media : Powe Point, Worksheet
2. Metode Pembelajaran : Task Based Language Learning
3. Alat Bahan : Spidol, LCD, Hp, Papan Tulis
4. Sumber Belajar : Youtube

D. Tujuan Pembelajaran:

1. Setelah melaksanakan kegiatan pembelajaran melalui model *task-based language teaching* (TBLT, yang di mediasi oleh teknologi **Duolingo**) peserta didik dapat menentukan fungsi sosial, struktur teks, dan unsur kebahasaan pada model teks interaksi dalam konteks kehidupan sehari-hari yang berfokus pada pronunciation baik secara lisan dan tulis
2. Setelah melaksanakan kegiatan pembelajaran melalui model *task-based language teaching* (TBLT, yang di mediasi oleh teknologi **Duolingo**) peserta didik dapat menangkap makna juga memahami materi pronunciation, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks dengan sikap kreatif, kemandirian, santun, ketelitian, dan tanggung jawab.

E. Kegiatan Pembelajaran

- Menyapa siswa dan menanyakan kondisi siswa dengan kalimat “How are you today?” , dan kalimat penyemangat seperti “This sunny morning, the spirit must be bright too, because we will learn fun things”
- Mengajak siswa mengingat kembali terkait materi sebelumnya secara bersamaan agar mereka semangat dalam mengikuti pembelajaran.
- Berkomunikasi serta memberi arahan kepada siswa terkait pelajaran yang akan di pelajari selanjutnya

F. Kegiatan Inti

Stage	Goal	Teacher's activities	Students' activities
Focused form instruction : - Pre-input	- Membangun pemahaman siswa terkait materi pronunciation long, short vowel, dan dhipthong	- Guru mengajak siswa untuk mengingat kembali terkait dengan materi listening sebelumnya di dalam aplikasi Duolingo.	- Siswa mengingat dan menjawab apa saja yang sudah mereka pelajari sebelumnya di dalam aplikasi Duolingo.
- Task orient ed input	- Memungkinkan siswa untuk melihat perkembangan mereka dalam memahami materi pronunciation.	- Guru memberi kan sedikit ulasan terkait dengan materi yang sudah di pelajari sebelum- sebelumnya.	- Siswa mendenga rkan dan menyima k apa yang guru jelaskan.

- Post input	- Menilai sejauh mana siswa mengerti dan memahami pelajaran pronunciation (long, short vowel, and diphthong) dengan menggunakan aplikasi Duolingo.	- Guru meminta siswa menuliskan sebuah puisi yang bertemakan (persahabatan).	- Siswa menulis sebuah puisi singkat yang bertemakan (persahabatan).
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Mengorganisasikan peserta didik untuk belajar

- Peserta didik diminta untuk mendownload aplikasi Duolingo dalam pembelajaran pronunciation.

Membimbing penyelidikan individu maupun kelompok

- Peserta didik diminta untuk memilih satu pasangan sebagai pasangan belajar mereka.
- Peserta didik diminta membuat contoh berupa kosa kata yang menunjukkan kata long, short vowel dan diphthong.
- Peserta didik diminta untuk maju kedepan kelas dengan pasangan mereka, yang kemudian menjelaskan apa saja yang mereka pelajari terkait materi pronunciation (long, short vowel, and diphthong) di dalam aplikasi Duolingo bersama pasangannya.

Menganalisis dan mengevaluasi proses pemecahan masalah

- Peserta didik diharapkan dapat menyimpulkan materi.

G. Kegiatan Penutup

- Memfasilitasi peserta didik untuk **mereview** pembelajaran yang telah dilaksanakan.
- Melaksanakan penilaian untuk mengetahui ketercapaian pembelajaran.

- Berdoa bersama dan memberi salam sebagai penutup pembelajaran.

H. Penilaian

Teknik Penilaian:

10. Penilaian Sikap : karakter kreatif, kemandirian, santun, ketelitian, tanggung jawab.
11. Penilaian Pengetahuan : Kuis berbentuk Pilihan Ganda.
12. Penilaian Keterampilan: Soal berbentuk Essay

Kepala MAN 1 Sumenep

Sumenep, 22 oktober 2021
Guru Mapel.

(.....)

(.....)



Appendix 3

RESEARCH OF JURNAL ACTIVITIES

Nama : Fathiyah

NIM : T20176073

Title : Investigating Secondary School Student's Experience in Pronunciation Learning Through Mobile Gamification Application.

No	Date	Activity	Initial
1.	5 th march 2022	Interviewed with English Teacher and Students	
2.	6 th march 2022	The researcher was giving research permission letter	
3.	28 th march 2022	The research was observing the class	
4.	30 th march 2022	1 th Meeting cycle 1	
5.	11 th April 2022	2 th Meeting cycle 2	
6.	14 th April 2022	3 th Meeting cycle 3	
7.	15 th April 2022	4 th Meeting cycle 4 & Interviewing the students	

Sumenep, 09 November 2022

The Headmaster

Muhammad Nuruddin, S.Pd, MM.Pd

JEMBER

Appendix 4

RESEARCH ACTIVITY

Figure 1. Student watching movie

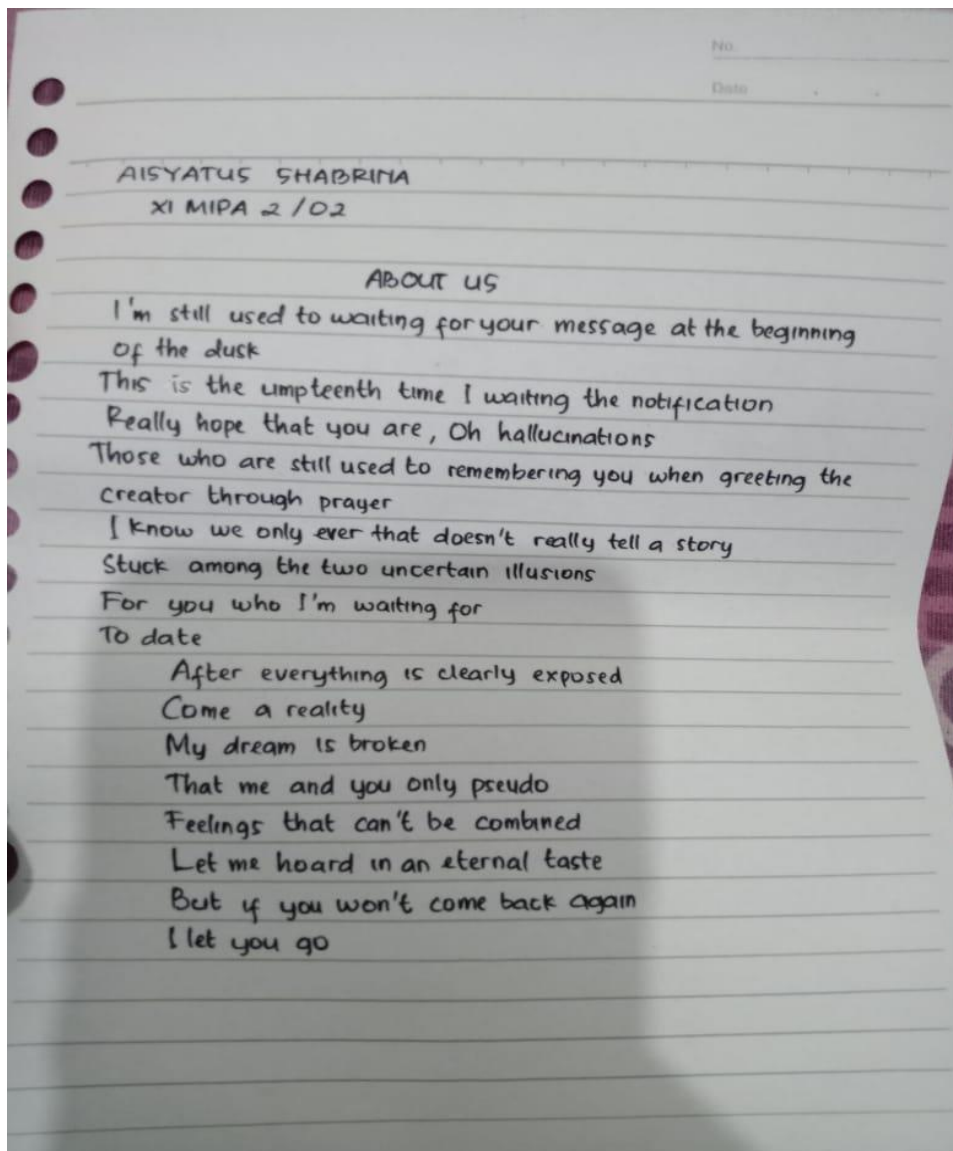


Figure 2. group photo on the last day of the study



KH ACHMAD SIDDIQ
JEMBER

Figure 3. one of the student's poetry works



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Appendix 5

DECLARATION OF AUTHENTICITY

The undersigned bellow:

Name : Fathiyah
Place, date of birth : Sumenep, 09 November 1998
Address : Dusun.bungereng RT/RW 003/004 Desa
Bullan, Kec. Batu putih, Sumenep
Faculty : Education and Teacher Training
Program : English Education

State that thesis entitled **“Investigating secondary school student’s experience in pronunciation learning through mobile gamification application”** is truly my original work, gathered and utilized especially to fulfill the purpose and objectives of this study. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. And if anyone objected, I am the only person who will be responsible.

Jember, 25 November 2022

Writer



Fathiyah
SRN T20176073

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KH ACHMAD SIDDIQ
JEMBER

Appendix 6

BIODATA OF THE RESEARCHER



Personal information

Full name : Fathiyah
NIM : T20176073
Gender : Female
Place, date of birth : Sumenep, 09 November 1998
Address : Dusun.bungereng RT/RW 003/004 Desa
Bullan, Kec. Batu putih, Sumenep
Religion : Islam
Departement/Major Courses : FTIK/English Department
Email Address : nata38623@gmail.com

Educational Background

2005-2010 : SDN Bulaan 1
2010-2013 : Pondok pesantren Al-Amien 2 Prenduan
2013-201 : Pondok pesantren Al-Amien 2 Prenduan
2016 : pondok pesantren Mathlabul ulum jambu