UTILIZING AN INTERACTIVE GAMIFICATION STRATEGY FOR ENHANCING STUDENTS' SPEAKING SKILL

UNDERGRADUATE THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfilment of the requirement for Bachelor's Degree
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program

By:

LAILA MAQFIROTIKA
SRN. 213101060001

STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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Had been approved by Advisor

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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

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UNDERGRADUATE THESIS

Has been examined and approved by the board of examiners
to fulfil the requirement of Bachelor Degree
Faculty of Tarbiyah and Teacher Training
Islamic Studies and Language Education Department
English Education Study Program

Day: Monday
Date: 2nd of December 2024

The Board of Examiners

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MOTTO

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُۜ اِنَّ رَبَّكَ

هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ ١٢٥

"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly]." (QS An-Nahl [16]: 125).[1]

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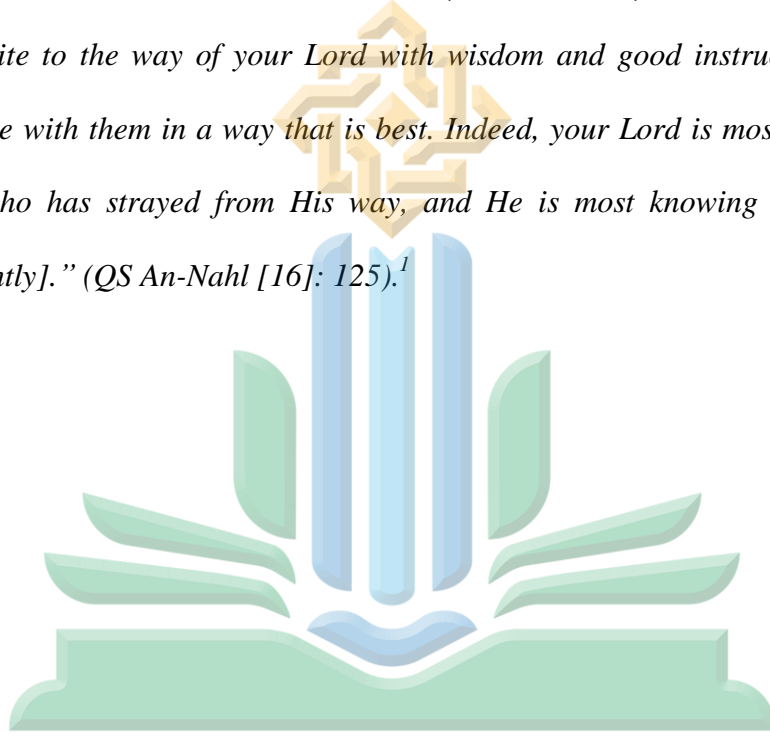
[1] Qarai A.Q., *Compare all English translations of Surah An-Nahl - verse 286*, The Noble Qur'an, https://en.noblequran.org/quran/surah-an-nahk /ayat-125/.

DEDICATION

I proudly dedicate this undergraduate thesis to:

1. My first love and role model, my father, Hadi Slamet. Though he never had the opportunity to pursue higher education, his dedication in raising me, his unwavering support, motivation, and heartfelt prayers have been the foundation that enabled me to complete my studies and earn a degree.

2. I dedicate this work to my loving mother, my gateway to paradise, Hafia. My deepest gratitude goes to her for all the support, encouragement, and prayers she has given me throughout. Thank you for every word of wisdom and the endless patience you've shown in guiding me. You are my greatest strength and my constant reminder. Thank you for always being my home to return to.

3. To my beloved sister, Luluk Wahyuni. You have been my friend, my supporter, and my biggest cheerleader. Your encouragement and belief in me have kept me going, even in the toughest moments. I am so grateful for your kindness and for always being there for me. Your love and strength have made this journey easier, and I will always be thankful for you.

ACKNOLEDGEMENT

Praised be to Allah, Lord of the world, the Kings of the Kings, who has been giving all humankind blessing and mercies so that the writer can finish her research for the last assignment of the study. Peace and salutation are always addressed to our prophet Muhammad, peace be upon him, his family, his companions, and his followers.

Likewise, the writer also says deeply grateful to the advisors, Dra. Sofkhatin Khumaidah, M.Pd., M.Ed., Ph.D, who has already guided very patiently to give valuable consultation, feedback, suggestion, motivation, reinforcement to do this thesis from the beginning of the research which has many revisions till this thesis entirely finished. May Allah bless her and family with endless happiness, health, wealth, and grant all of your wishes.

The researcher realized that this thesis would not finish without help and guidance from other people. By that, the writer would like to express her emphatic thanks and appreciation to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, as a Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember.

2. Dr. Abdul Mu'is, S.Ag., M.Si., as the Dean of Tarbiyah and Teacher Training Faculty of State Islamic University of Kiai Haji Achmad Siddiq Jember.

3. Dr. Nuruddin, S.Pd.I., M.Pd.I, as the head of Islamic Studies and Language Education Department.

4. Dewi Nurul Qomariyah, S.S., M.Pd, as the head of English Education Department.

5. Dra. Sofkhatin Khumaidah, M.Pd., M.Ed., Ph.D, as the advisor of this undergraduate thesis who has guided, advised, supported, and motivated the writer to do this thesis.

6. Nina Hayuningtyas, S.Pd., M.Pd. as the academic supervisor who has given invaluable support, patience, and commitment to the academic development

7. All lecturers of English Education Department who have already given knowledge, experiences, motivations, advices, and support while pursuing my degree at the English Education Department.

8. Ahmad Zamroni, SS, M.Pd, as the headmaster of MAN 2 Probolinggo, who has allowed the writer to conduct this research

9. All teachers and administration staff of MAN 2 Probolinggo who have already helped and allowed the writer in the process of conducting this research.

10. Denny Natalina,S.Pd., as the English teacher at the tenth graders' F of MAN 2 Probolinggo who has given her ideas, guidance, feedback, knowledge, and support the writer in the process of doing the research. I am very glad to know you as my role model of English teacher for my future and also teacher exemplify in teaching and learning process as the valuable experience for me.

11. The tenth-graders' F of MAN 2 Probolinggo are willing to contribute their effort and enthusiasm during this research.

12. Last but not least, whose names cannot be mentioned for their contribution and motivation during the writer finishing this thesis which has challenges and difficulties in doing thesis.

The writer fully realizes that this thesis is still far from being perfect. Hence, the writer really welcomes to get any critics, opinions, and suggestions to make this paper quietly much better then. But still, the writer hopes that this research will be beneficial not only for the writer herself but also for the readers and the next researchers who need as the references.

Jember, November 13, 2024
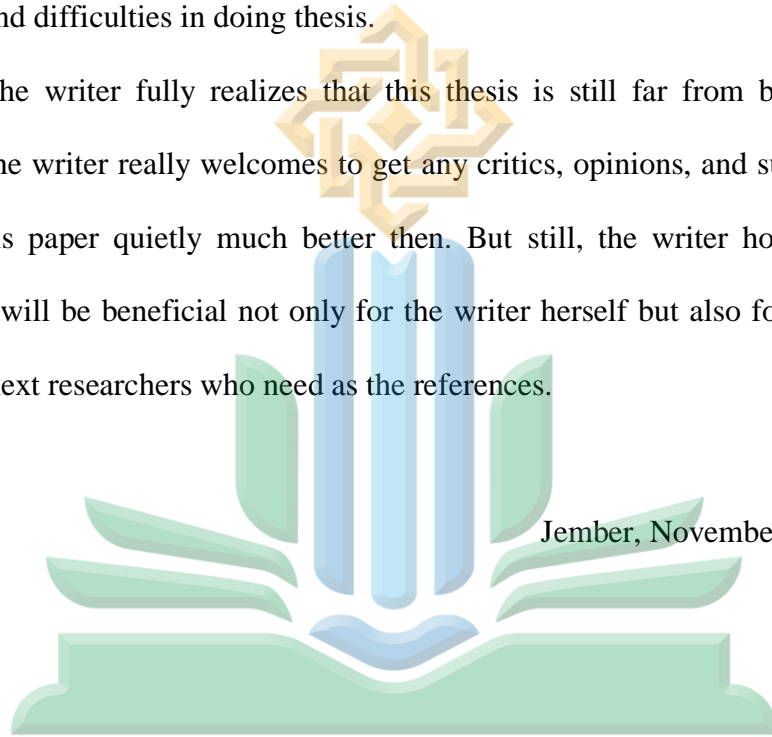
Laila Maqfirotika

ABSTRACT

Laila Maqfirotika, *2024: Utilizing an Interactive Gamification Strategy for Enhancing Students' Speaking Skill*

Key Words: Students' Speaking Skill, Gamification, Classroom Action Research

Speaking is an essential skill that students must master when learning a language. However, many students struggle to improve their speaking skills. After conducting a preliminary study, the researcher found several problems including student's limited speaking skills. This study is to overcome that problem, by introducing Gamification through Wordwall game as an interactive strategy to improve students' speaking skills. The Wordwall game was chosen because it is interactive, interesting, and align well with students' needs and interests.

Based on these considerations, the research question formulated in this research is, "How can Gamification in interactive strategy enhance students' speaking skill?" This research aims to enhance students' speaking skill with the use of Gamification in interactive strategy for English Language Teaching among students at the Grade Tenth F of MAN 2 Probolinggo.

This research was conducted using Classroom Action Research (CAR) adopted from Kemmis and Mc Taggart. The CAR design in this research was collaborative, involving both the researcher and the English Teacher. The participants of this research were tenth-grade F students. The study was carried out over two cycles; each cycle consisted of 2 meetings and 1 post-test to assess student progress. The data were collected using speaking test as the primary data to collect students' speaking scores, teacher's interview, teacher's fieldnote, students' questionnaire, and classroom observation sheet as the secondary data to gather comprehensive insight from both teacher and students.

The result of the study indicated that the implementation of Wordwall game as an interactive Gamification strategy significantly improved the students' speaking skills. The results of the students' speaking test in cycle 1 showed an improvement compared to the pre-test. In cycle 1, the average score of the students increased to 66.66, with 10 out of 21 students or 47.61% achieving the minimum mastery criterion (KKM) of 70. However, 11 students or 52.39% had not yet reached the KKM. In cycle 2, the test results showed a significant improvement. A total of 19 out of 21 students or 90.47% achieved the KKM, with the class average score increasing to 86.66. Only 2 students or 9.53% had not yet reached the KKM. Thus, there was an increase of 42.86% in the number of students meeting the KKM from cycle 1 to cycle 2, indicating a substantial improvement in the students' speaking skill. So, the use of Wordwall game as an interactive Gamification strategy enhanced students' speaking vocabulary, pronunciation, grammar, fluency, and comprehension.
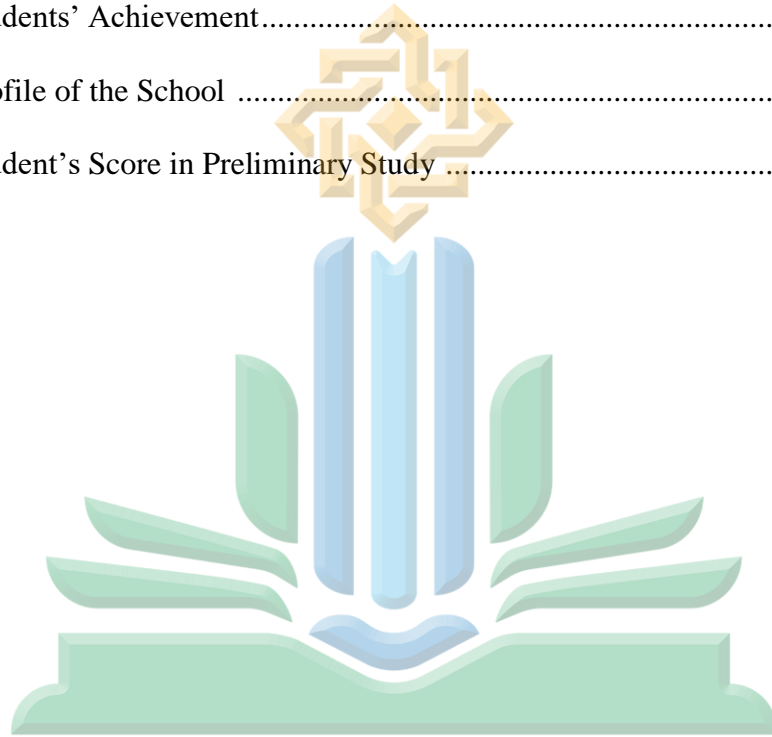
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CHAPTER I

INTRODUCTION

This chapter is the introduction of research consists of research background, research question, research objective, research significances, scope of the research, and definition of key terms.

A. Background of Research

Technology can be used as a tool by educators to simplify the educational process. It is also usable wisely so that it can provide advantages in developing potential in the classroom.[2] The development of technology has an impact in learning activities at school, including in media developments learning. Moreover, the learning process can be made more enjoyable by implementing learning innovations that are driven by the presence of technology. The use of technology will enable teachers to search for and distribute the latest educational resources, provide interactive learning media and encourage discussion and collaboration between students. According to Simamora, revealed that learning media that can encourage students to respond, provide good feedback, practice information and communication technology, remember what they have learned and encouraged students to be active and enthusiastic in participating in learning are requirements for good learning media.[3] Based

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[2] Muhammad Aminullah and Marzuki Ali, "Perkembangan Teknologi Komunikasi Era 4.0", *Komunike*, Volume XII (2020), pp. 1–23.

[3] Made Dewanda Sulaksana, Kadek Yudiana, and Alexander Hamonangan Simamora, "Learning Circumference and Area of Building with Video Media for Fourth Class Students of Elementary School", *Jurnal Ilmiah Sekolah Dasar*, 5.4 (2021), pp. 697–707, doi:10.23887/jisd.v5i4.40129.

on the opinion of (Pakpahan et all, 2020) good learning media will make students more interested in learning because it provides real leaning experience and helps students learn at their own pace.[4]

Related with the description above, these changes bring new requirements for teachers regarding the skills needed to use technology in learning. Improving the quality of learning and fulfill the goal of Kurikulum Merdeka, teachers are required to be more creative in the learning process by utilizing technology. According to Sadiman, declared that several examples of technological media that can support the implementation of Kurikulum Merdeka in the context of modern education, such as audio visual as media which plays an important role in supporting Kurikulum Merdeka. The audio-visual includes interactive learning videos, multimedia presentations, and educational animations that can enrich students' learning experiences through the visualization of complex concepts.[5] According to Rogozin, smartphone-based learning media or known as applications can be developed are very diverse, ranging from interactive multimedia to educational games. Using a smartphones as a learning medium provides deeper learning opportunities.[6] Besides, technology such as smartphones, tablets and laptops are also an integral part of the technological media that supports Kurikulum Merdeka.

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[4] Pakpahan et all, "Learning Media Development. Our Writing Foundation," *Journal of Information System, Applied, Management, Accounting and Research*, no. 2 (2020), 20-36.

[5] Sadiman, et al. *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya* (Jakarta: Rajawali Press. 2014)

[6] Mehmet Fatif Tasar, *Proceedings of the World Conference on Physics Education 2012*, 2014 <https://repository.bbg.ac.id/handle/446>.

Therefore, in implementing Kurikulum Merdeka, schools must be ready to support facilities for students' individual learning needs in this digital era.

Realizing on the use of technology in Kurikulum Merdeka, MAN 2 Probolinggo has facilitated technology usage to support the implementation of Kurikulum Merdeka in its learning environment since 2022. Ahmad Zamroni as the headmaster of MAN 2 Probolinggo in the opening of "Asistensi Mengajar" stated that the school has provided various technological facilities to support the implementation of Kurikulum Merdeka so that the school does not use book or book less.[7] From the observation results, it can be seen that each classroom is equipped with a smart TV connected to the internet network or Wi-Fi. Smart TVs are used to display learning material in multimedia form, such as presentations, learning videos, or interactive applications. The learning process at MAN 2 Probolinggo has switched to digital-based or book less methods. This means that students no longer depend on printed books in the teaching and learning process. Instead, they use electronic devices, such as laptops, tablets, or smartphones, to access learning materials through digital platforms provided by the school. Through this platform, students can access digital textbooks, interactive learning materials, online assignments, and other learning resources.

Meanwhile, Natalia Denny as English teacher stated that the school implements a new program to facilitate students' problem in language,

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[7] Observation in MAN 2 Probolinggo, March 7, 2024

namely Dwi Bahasa (Arabic and English) since 2023.[8] This program requires each student to master five new vocabularies every week based on the module prepared by the teachers. However, it was revealed that students tend to only focus on memorizing vocabulary without doing enough practice in its use. Furthermore, based on interviews with English teachers also illustrate that students' speaking skills are still low, and teachers find difficult to find appropriate methods to improve students' speaking skills in the program. This is reflected in the low level of student participation in conversation and limited level of confidence when speaking a foreign language. Thus, it is approved by the classroom observations showed that students had difficulty applying the vocabulary they had learned to real communicative situations. The students still experience difficulties in applying the vocabulary use in the right context. This suggests that there is a gap between the ability to memorize and the ability to apply the vocabulary that has been learned by the students. Besides, a lack of practical training, anxiety in speaking, and lack of opportunities to interact in a foreign language may play a role in these difficulties.

This is proven by the results of observation in the preliminary study that students experience faced various difficulties in learning English. The percentage scores showed that 85,7% students have lack of vocabulary mastery where it is one of the main obstacles which causes

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[8] Natalia, interviewed by researcher, Prob, March 8, 2024

students to often feel hesitant and embarrassed to speak English. Meanwhile, 90,4% students have difficulties in pronouncing some words when they face speaking activity. This shame is compounded by their worry about making mistakes in front of the classmates.[9] The students seem to have difficulty in understanding the lesson material presented conventionally by the English teacher. However, it is approved by the observation result that when English learning was delivered through media or games, students' enthusiasm and participation increased significantly. This is also proven by the results of students' pre-questionnaire that showed 85,7% students like learning using interactive game or media in teaching and learning process. The students ware more active and involved in interactive learning activities, indicating that using fun and varied methods can help students' difficulties in learning English.

In identifying student difficulties at MAN 2 Probolinggo, it was found that there were challenges in two important aspects, namely linguistic and psychological aspects, which then influenced the level of student self-confidence. From a linguistic perspective, the first problem faced by students there are grammatical errors that are often experienced by students, such as inappropriate use of sentence structure, verbs, and inaccurate sentence formation. Students had low comprehension of grammatical structure usage. It showed that students incompletely achieved the correct grammatical structure. Secondly, students had lack of

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[9] Appendix 5 (Students' Open-Ended Questionnaire Result)

pronunciation, where most students were difficult in pronouncing some words. As the fact, most of students were still pronouncing some words based on the spelling words itself. Students were often frustrated and lack confidence when being asked to speak English. When faced with grammar problems, their facial expressions often show confusion, often squinting their eyes or scratching their heads as a sign of confusion. Some of them also seemed anxious and overwhelmed when they had to remember complicated grammar rules. In addition, most students faced challenges to pronounce some words and seemed to have difficulty in pronouncing new words correctly. They often stammer and stutter when pronouncing words that are unfamiliar to them.

Besides, from a psychological aspect, students face difficulties in practicing speaking skills in a foreign language. Some influencing factors include lack of opportunities to practice actively, low self-confidence, and lack of confidence in expressing opinions or interacting in a foreign language. Most students were feeling unconfident, nervous, and anxiety in practicing speaking in the classroom. They might feel pressured or anxious when having to speak in front of the class or in social situations that require use of English. The students also felt afraid of mistakes to speak up in front of the friend. Moreover, they were worried to be laughed by other friends when they practice English. When students have difficulty in practicing speaking, their facial expressions often show anxiety or tension.

They tend show physical signs such as shaking, cold sweats, or even covering their faces with their hands while talking.

Furthermore, the researcher also found problems dealing with the strategy and method of teaching speaking in the classroom. The English teacher of MAN 2 Probolinggo, has already used various methods to improve student's speaking such as conversation practicing, discussion, collaborative, etc. unfortunately, it did not show any significant development of student's speaking skill. Although, Natalia Denny as English teacher ever used media, she still tends to rely on the lecturing method when explaining material to students. She used paper-based in explaining the materials without using media to support the teaching material. Besides, Natalia Denny as the English teacher declared that she tend to use traditional media such as blackboards, printed textbooks and teaching materials in paper form, even though technological facilities such as smart TVs and WiFi are available in every classroom. Certainly, it carried out a lack of interaction between teacher and students in the learning process. Therefore, it did not achieve the improvement of student's interest and motivation in practicing speaking.

Based on the description above, solution is needed to help the students' improvement, interest, and motivation in speaking practice. It is important to follow up by using the media as a means to convey information, build information, and educate students more widely and effectively. Media is a teaching tool that helps teacher to ease teaching and

learning process. According to Murcia declared that media is an important guide of teaching and learning process in the classroom.[10] The use media can engage student's motivation, attention, and interest on the material learned. It also engages students to have fun and interactive learning in the teaching and learning process. Moreover, according to Harmer, media is an aid in the teaching and learning that makes student comprehend better to the material being explained by the teacher.[11] The teacher can design, modify and helps the students to be easier in understanding the material by using the media in the classroom.

In this research, the researcher use Gamification as an interactive strategy for enhancing student's speaking skill. Gamification is an innovative learning strategy, which encourages learning in the classroom so that the students are motivated, increased engagement, interactivity, and expanded the expansion of knowledge among students.[12] According to Baptista & Oliveira, stated that this relatively new concept incorporated gaming elements into non-traditional environments such as education, aiming to foster a more positive learning experience.[13] The teacher experts integrate game elements into teaching to increase student's intrinsic motivation and engagement across educational levels. The numerous

[10] G. Raja Sekhar and Sujata Chakravorty, "TESL/TEFL: Teaching English as a Second or Foreign Language", *ACADEMICIA: An International Multidisciplinary Research Journal*, 7.4 (2017), p. 154, doi:10.5958/2249-7137.2017.00044.1.

[11] Harmer, *The Practice of English Language Teaching* (London: Thomson Learning, 2001)

[12] Christian E Lopez, et al. *The Effects of Player Type on Performance : A Gamification Case Study Corresponding Author : The Effects of Player Type on Performance : A Gamification Case Study*, 2018.

[13] Gonçalo Baptista and Tiago Oliveira, "Gamification and Serious Games: A Literature Meta-Analysis and Integrative Model", *Computers in Human Behavior*, 92.november 2018 (2019), pp. 306–15, doi:10.1016/j.chb.2018.11.030.

studies in English Language Teaching highlight that Gamification as a fun, engaging, and highly effective method.[14] By utilizing Gamification, the teacher can provide a stimulus to three important parts of learning they are emotional, intellectual, and psychometric. Gamification is one of the learning methods that is really suitable for the conditions of this digital era, where there are three following reasons such as firstly, creating a learning environment which is fun and produces more students to learn, secondly, creating a competition and teamwork in completing missions in the game application can also add a motivation component to students, thirdly, having quick and specific feedback other appropriate ways to complete their assignments (Steve:2006). Therefore, Gamification encourages students to act actively and improve their knowledge in the learning process.

Various applications have been developed based on Gamification principles, including digital media and applications designed for educational purposes such as Quizzes, Kahoot, Duolingo, Wordwall, etc. In this research, Wordwall as one of these Gamification platforms, offering interactive quizzes and a variety of other interesting features. According to Haq that Wordwall as platform that allow teacher to quickly and easily create interactive activities to students. It also provides users with a wide selection of different activities and makes learning more

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[14] Nahmod, D. M. *"Vocabulary Gamification vs Traditional Learning Instruction in an Inclusive High School Classroom,"* (ProQuest Dissertations and Theses, 2017), 40

enjoyable.[15] Wordwall can help the teacher to create interactive learning media to improve students' writing, reading, and speaking skills. Through Wordwall, a series of games and quizzes can be easily created to be assigned in classroom. It offers a range of activities that include matching, questionnaire, missing words, rearranging, grouping, spin the wall, crosswords, flashcards, etc. This application is fun, interactive, and entertaining with a positive effect to the student's feeling, attitudes, and engagement, especially the aspects of grammar in speaking.[16]

There are two primary forms of Gamification: structural and content Gamification. Each forms offer unique advantages in enhancing the learning experience. Structural Gamification entails applying game elements to guide learners through training content without altering it. This form focuses on motivating the progress through the material by offering rewards and incentives. The examples of structural Gamification mechanics include points, badges and achievement, levels, leaderboards, and social element. Besides, content Gamification involves modifying the training content to make it more game-like and interactive. This form introduces games or activities within the content, aiming to increase users' engagement and immersion. The examples of content Gamification form

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[15] Fahmi Yahya Abdil Haq, et al. "Wordwall: A Digital Game Application to Increase the Interest of Rabbaanii Junior High School's Students in Learning Arabic Vocabulary", *The 4th Proceeding International Conference on Arabic Language and Literature (ICALL) 2021*, 19.4 (2021), pp. 37–47 <http://proceedings2.upi.edu/index.php/ical/index>.
[16] Cahya Komara, et al. "EFL Studens' Perception of Wordwall . Net Used as Media for Learning English Grammar Laily Wahyuni Ilahi University of Muhammadiyah Prof . Dr . Hamka , Indonesia University of Muhammadiyah Prof . Dr . Hamka , Indonesia", *UHAMKA International Conference on ELT and CALL (UICELL)*, December, 2022, pp. 22–23.

include challenges, feedback loops, storytelling, and learning from mistakes. Both structural and content Gamification has proven effective in engaging and enhancing their learning experience.

Based on the explanation above, the researcher chooses Wordwall as an interactive strategy of Gamification platform for enhancing students' speaking skill. The researcher designed some features of Wordwall using 'Offering Something' material. The Wordwall process in learning speaking involves several steps designed to strengthen students' speaking skills. First, the teacher collaborates with the researcher create a Wordwall activities that focus on vocabulary, phrases, or sentence that are relevant to the learning topic that is 'Offering Something'. Second, students participate in these activities, both individually and in groups by interacting directly with the material presented through interactive games or exercises features of Wordwall. Third, students are given the opportunity to speak using the vocabulary or sentences they learn through Wordwall activities. Fourth, teachers provide constructive feedback and motivate students to continue to improve their speaking skills. Therefore, this process in Wordwall platform can make it easier for teachers to create a more enjoyable learning environment and improving their ability to comprehend what they play in the classroom.

Several studies have demonstrated positive results of utilizing Wordwall as interactive Gamification strategy for enhancing students' speaking skill. In 2019, Farhan Alif did a research on the role of

Gamification on students' speaking skill. The researcher found good respond in the classroom activity. However, the students were very happy instead this strategy because they got new learning they did not like to receive before. The students used it effectively, excited, expressive, and responsive. The results indicated that the students are more interested with Gamification in learning speaking activity.[17] Besides, Nur Afiqoh & Ria did the next research in 2023. The research goals were to determine the students' speaking abilities before they were taught using the Wordwall Game and the significant effect of using Wordwall game media in improving speaking. The result of this study calculated that the impact on students' speaking skill is significant. Therefore, using Wordwall game in teaching speaking is effective that can make students more interactive in classroom.[18] The third previous research conducted by Hamdani in 2023. The research aims to propose a digital Wordwall media using QR Codes in the form of posters and ID Cards that applied to the students in the learning process especially speaking activity. The researcher used the digital Wordwall media to assist students' fluency in speaking skill and to examine the feasibility and practicality of the Wordwall Gamification. Thus, the researcher declared that the utilization of digital Wordwall media meets the requirements to be applied for teaching speaking skills. The

[17] Alif Farhan, "*The Role of Gamification in Students' Speaking Learning Activity,*" (Universitas Ibn Khaldun Bogor, 2019)

[18] Nur Afiqoh Umairoh and Ria Kamilah Agustina, "The Effectiveness of Wordwall Game in Teaching Speaking for Class Eighth", *Jurnal Ilmiah Wahana Pendidikan*, 2023.15 (2023), pp. 738–44 <https://doi.org/10.5281/zenodo.8264675>.

researcher also recommended this Wordwall digital media in the teaching of speaking.[19]

Based on the result of those previous study seemed that Wordwall was an interactive Gamification Strategy to be an alternative solution to enhance students' speaking skill. Wordwall Gamification can be used as strategy to improve students' speaking skill at the Tenth grade F students of MAN 2 Probolinggo who face difficulties dealing with speaking in the preliminary mentioned before. However, by utilizing Wodwall Gamification, it hopes that students can have good motivation to practice, learn fun, and have a better confidence to practice their speaking in the classroom. Therefore, the researcher proposed research entitled *"Utilizing an Interactive Gamification Strategy for Enhancing Student's Speaking Skill"*.

B. Research Question

Based on the background of the research above, the researcher has formulated the research question as "How can Gamification in interactive strategy enhance students' speaking skill?"

C. Research Objective

Based on the research question above, the objective of this research is "to enhance students' speaking skill with the use of Gamification in

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[19] L Hamdani, "Developing Digital Word Wall Media for Teaching Speaking on Descriptive Text At Sma Argopuro Panti", June, 2023 <http://digilib.uinkhas.ac.id/25398/%0Ahttp://digilib.uinkhas.ac.id/25398/1/Luthfan Hamdani_T20196070.pdf>.

interactive strategy for English Language Teaching among students at the Grade Tenth F of MAN 2 Probolinggo in the academic year 2023/2024".

D. Research Significances

This research is expected to provide a number of contributions which are divided into two main parts, namely:

1. Theoretical significance

   This research aims to enhance the current understanding of English language teaching, particularly in using speaking ideas as a simple and practical medium for enhancing students' speaking skills through the use of Wordwall Gamification. Additionally, it seeks to expand the knowledge related to the platform of Wordwall game in teaching speaking through an interactive Gamification strategy.

2. Practical Significance

   This research expects could give some beneficial outputs either for teacher or students. Practically, the results of this research will bring advantage for English teachers to provide with alternative strategy and media to enhance the creative teaching methods in classroom. Also, for students can improve the speaking skill by using Gamification usage in the learning activities.

E. Scope of the Research

In this research, the researcher focuses on enhancing students' speaking skill by utilizing the Gamification as an interactive strategy at Grade Tenth F of MAN 2 Probolinggo in the academic year 2023/2024.

The Gamification uses Wordwall where it utilizes some features with a different game style. The researcher used 'Offering Something' material to improve students' speaking skill in terms of pronunciation, grammar, vocabulary, and content through monologue.

F. Definition of Key Terms

To prevent any misinterpretation of the key terms, below are the definitions of some terms used in this study:

1. Gamification

In this research, Gamification is a strategy that uses game elements in a non-game context to increase engagement, motivation, and learning speaking activity. It involves using elements such as points, rewards, challenges, and other game elements to encourage desired behavior in the learning process. The main goal is to make the experience more interesting and motivate students to achieve certain goals in a fun and interesting way. This research uses Wordwall as interactive Gamification strategy for enhancing students' speaking skill in the classroom. The Wordwall platform provides a variety of features that allow users to add images, sound, or video that enriches the learning experience. In addition, this platform also allows teachers to track student progress and provide real-time feedback. By utilizing Wordwall, the learning becomes more interesting and fun for

students, while teachers can easily measure their understanding of the subject matter.

2. Speaking Skill

Students' speaking skill is an activity that involves two or more people, where the listener and speaker have to respond to what they listen and provide responses quickly. In this research, speaking skill refers to students' activities in practicing expression of 'Offering Material'. The teacher asked the students to practice the dialog or utterances that are provided by the researcher in Wordwall Gamification. In this research, there are five aspects of speaking used such as grammar, vocabulary, comprehension, fluency, and pronunciation.
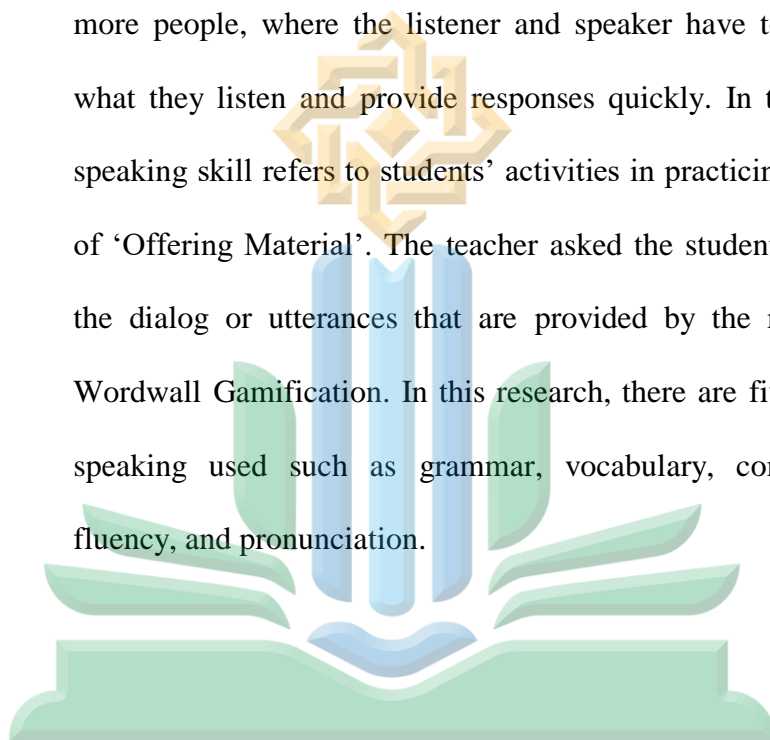
CHAPTER II

LITERATURE REVIEW

This chapter presents a review of related literature that consists of relevant previous research, theoretical, and conceptual framework.

A. Previous Research

Ismail Karatekin's 2019 research, entitled "The Use of Gamification in Teaching Foreign Language Vocabulary for Beginners", aimed to experimentally investigate whether Gamification elements such as badges, points, and leaderboards influenced students' learning of new vocabulary in a target language. The study employed an experimental design with a pre-test and post-test group design. The results were analyzed using a t-test, revealing a significant difference in pre-test and post-test scores for the control group ($p<0,05$, $p=0,000$). The findings indicated a strong positive impact of Gamification and game mechanics on students' vocabulary acquisition in English language classes.[20]

The second research was an article written by Alif Farhan in 2019 entitled "The Role of Gamification in Students' Speaking Learning Activity". This research aimed was to describe how Gamification can be implemented and motivated the student in learning speaking. This study focused on understanding, and emphasizing on meaning dealing with questions asked by the teacher. The instruments of this study used to

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[20] Ismail Karatekin, "The Use of Gamification in Teaching Foreign Language Vocabulary for Beginners" (Undergraduate thesis, Republic of Turkey Cag University, 2019)

complete the process of collecting data that were observation and interview. This study employed a qualitative case study approach for collecting the data. Besides, the participants were students from SMP IT AN NABA Bogor. The researcher concluded that Gamification can be effectively implemented in the classroom to motivate students in the learning process, particularly in learning speaking skills. The findings indicated that the students showed increased interest in speaking activities when Gamification was incorporated in learning speaking.[21]

The third research, titled "The Influence of Quizizz-online Gamification on Learning Engagement and Outcomes in Online English Language Teaching" by Nina Inayati and Alimin Adi in 2022, examined the impact of Quizizz-online Gamification on student engagement and learning outcomes in junior high school English development. This descriptive case study aimed to explore the natural integration of gamified Quizizz in online teaching and learning. Through descriptive and thematic analysis, it was found that Gamification positively influenced students' engagement, participation, and discipline. The data collection methods included observation, interviews, and students test results. The study concluded that integrating Quizizz, an internet-based game, with more

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[21] Alif Farhan, "*The Role of Gamification in Students' Speaking Learning Activity*," (Bogor English Student and Teacher (Best) 2019), 125-129.

cognitively driven approaches in English instruction was worth beneficial forn enhancing English learning outcomes.[22]

Nur Afiqah and Ria Kamila conducted the fourth research in 2023, entitled "The Effectiveness of Wordwall Game in Teaching Speaking for Class Eighth". The main objectives of the research were to assess students' speaking abilities before and after using he wordwall game, and o determine he significant effects of using this media in teaching speaking. This descriptive qualitative study employed a pre-experimental design with pre-test score. The average pre-tests were 43.07, which increased to 61.87 in post-test. The data were analyzed using a t-test through SPSS version 25, resulting in a sig (2-tailed) value of $0.00 < 0.05$, indicating a significant improvement. Therefore, the study concluded that the Wordwall game was effective in enhancing speaking abilities among eighth-grade students.[23]

The fifth research, conducted by Faisal Amri and Rahmawati in 2023 entitled "Implementation of Wordwall as a Learning Media to Improve Students' Writing Skill", aimed to examine the effectiveness of Wordwall as a learning tool for enhancing students' writing abilities. The researchers highlighted Wordwall as an innovative, interactive tool that leverages technology to engage students in writing activities. The study employed a pre-experimental one-group pre-test and post-test design,

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[22] Nina Inayati and Alimin Adi Waloyo, "The Influence of Quizziz-Online Gamification on Learning Engagement and Outcomes in Online English Language Teaching", *Journal on English as a Foreign Language*, 12.2 (2022), pp. 249–71, doi:10.23971/jefl.v12i2.3546.

[23] Umairoh and Agustina, 'The Effectiveness of Wordwall Game in Teaching Speaking for Class Eighth'.

where participants took a pre-test before the intervention and a post-test afterward. By comparing the pre-test and post-test results, the study evaluated the impact of Wordwall on students' writing performance. The findings revealed a significant improvement in the writing skills of the group taught using Wordwall. The study also suggested practical implications for language teachers, encouraging the use of Wordwall as a learning medium to enhance students' writing skills.[24]

Table 1.1

The differences and similarities between current research and previous research

No.	Author and Title	Similarities	Differences
1	2	3	4
1.	Ismail Karatekin, 2019 *"The Use of Gamification in Teaching Foreign Language Vocabulary for Beginners"*	a. Both researchers focused on using online based Gamification. b. Both researchers used Gamification in English Language Teaching.	a. The method of previous research was an experimental study, while the method in this research is Classroom Action Research. b. The previous research focused on

[24] Faisal Amri and Rahmawati Sukmaningrum, "Implementation of Wordwall as a Learning Media to Improve Students' Writing Skill", *International Journal of Multidisciplinary Approach Research and Science*, 1.03 (2023), pp. 495–502, doi:10.59653/ijmars.v1i03.255.

1	2	3	4
			students' vocabulary, while this study focuses on students' speaking skill.
2.	Alif Farhan, 2019 *"The Role of Gamification in Students' Speaking Learning Activity"*	a. Both researchers focused on using online based Gamification. b. Both researchers focused on students' speaking skill	a. The previous research of method was Qualitative case study research, while this research method is Classroom Action Research. b. The game of previous research was using Plotagon application, while this research uses Wordwall Gamification platform.
3.	Nina Inayati and	Both researchers	a. The method of

	Alimin Adi, 2022 *"The Influence of Quizziz-online Gamification on Learning Engagement and Outcomes in Online English Language Teaching"*	focused on using online based Gamification.	previous research was descriptive quantitative research, while the method in this research is Classroom Action Research. b. The game of previous research was using Quizizz online Gamification, while this research uses Wordwall Gamification platform. c. The previous study focused on learning engagement and outcomes in online English language teaching, while this

1	2	3	4
			study focuses on students' speaking skill.
4.	Nur Afiqah and Ria Kamila, 2023 *"The Effectiveness of Wordwall Game in Teaching Speaking for Class Eighth"*	a. Both researchers focused on using online based Gamification. b. Both researchers focused on students' speaking skill c. Both researchers used Wordwall game as learning media.	a. The method of previous research was descriptive quantitative research, while the method in this research is Classroom Action Research. b. The participants of previous study were Eighth class, while these research participants are tenth-grade students.
5.	Faisal Amri and Rahmawati, 2023 *"Implementation of*	a. Both researchers focused on using online based	a. The method of previous research was quantitative

	Wordwall as a Learning Media to Improve Students' Writing Skill".	Gamification. b. Both researchers used Wordwall game as learning media.	research, while the method in this research is Classroom Action Research. b. The previous study focused on students' writing skill, while this study focuses on students' speaking skill.

Based on the explanation above, it could be concluded that every research mentioned above has its own way of conducting research namely experimental study, qualitative case study, and quantitative study. Those previous research above has different focus of study such as vocabulary, writing skill, learning engagement and learning outcomes. Also, those previous research has own game usage of research namely quizzes, kahoot, plotagon, and duolingo. However, this research has distinct characteristics compared to the five previous studies mentioned. It specifically focuses on improving students' speaking skills using Wordwall Gamification through 'Offering Something' material. Additionally, it adopts a Classroom Action Research methodology. Furthermore, the researcher

evaluates students' speaking skills based on five aspects such as Vocabulary, Grammar, Pronunciation, Fluency, and Comprehension.

B. Theoretical Framework

1. Speaking

a. The Definition of Speaking

Speaking is defined as the use of language in everyday communication, distinct from singing, to express views, whishes, or ac as a spokesperson.[25] It is a process of human communication that involves interaction between speakers and listeners. Speaking can occur either face-to face or online in the form of conversations or dialogues. It involves not only producing sounds but also using gestures, movements, and facial expressions to help the listened grasp the meaning. According to Tarigan, speaking is the ability to pronounce sounds or words to express or convey thoughts, ideas, or feeling.[26] Therefore, speaking communicates ideas, thoughts, and emotions through words or sentences to ensure the interlocutors understand the meaning of the conversation.

According to Brown (1994, as cited in Burns & Joyce, 1997), speaking is an interactive process of meaning-making that involves generating, receiving, and interpreting information. It is essential in communication, allowing individuals to share thoughts, ideas, and

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[25] AS Hornby, *Oxford Advance Learner's Dictionary* (Oxford: Oxford University Press, Sixth Edition, 1987) 827.

[26] Henry Guntur Tarigan, *Pengajaran Analis Berbahasa* (Bandung: Angkasa, 1997), 15.

emotions in daily interactions, such as those involving friendship, relationships, or business. Besides, Nunan also describes speaking as the capacity to participate in conversations in a given language. This suggests the successful communication happens when individuals can effectively use language, enabling the listener to comprehend the message being communicated.

Based on the definition explained above, it can be inferred that speaking entails the ability of expressing ideas, feelings, and opinions orally during conversation. Effective speaking involves the delivering comprehensible messages to the listeners. Overall, speaking skills is one of the crucial skills to articulate their feelings, ideas, and opinions in various social contexts such as interactions with friends, relatives, teamwork, etc.

In this research context, speaking involves practicing or articulating by offering something to someone as daily practice conversation through a Wordwall Gamification as an interactive strategy-based game. Speaking aspects that used to be measured were vocabulary, pronunciation, grammar, and content. The material topic chosen in this study was offering something especially practicing a conversation of offering something to someone. Therefore, students have to practice a dialog of offering something based on the material theme using a Wordwall Gamification as an interactive strategy based online game.

b. The Components of Speaking

Specifically, speaking is not only giving expression to something orally in the conversation. Moreover, the students need to engage some speaking components to have good speaking skills. As proposed by Brown, there are 5 elements of speaking, those are:[27]

1) Pronunciation

Pronunciation is the method by which a speaker produces clear and understandable language while speaking. It involves the phonological process, which refers to the elements of grammar and the principles that govern how sounds are structured and used in a language.

2) Grammar

Grammar is essential for speakers to construct correct sentences during conversation. It is in line with the explanation suggested by Heaton (1978) that students need the ability to manipulate sentence structures and distinguish between appropriate grammatical forms. The unity of grammar mastery helps achieve proficiency in both spoken and written language.

3) Vocabulary

Effective communication and the ability to express ideas clearly in both oral and written forms rely heavily on having a

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[27] Brown, H.D. *Language Assessment: Principles and Classroom Practices* (San Fransisco: Longman, 2004), 172-173

sufficient vocabulary. Vocabulary refers to the appropriate choice of words used in communication.

4) Fluency

Fluency is defined as the ability to speak smoothly and accurately. It encompasses a reasonably fast speaking pace with minimal pauses and filler words like "um" or "err". These indicators suggest that speakers are not spending excessive time searching for the right language items to convey their message.

5) Comprehension

In speaking, effective communication depends on a manual understanding between the speaker and the listener. This requires the listener to respond appropriately and the speaker to initiate conversation effectively. In this research, the term "comprehensibility" will be used to refer to this aspect of communication.

Based on Brown's explanation of speaking elements, this research adopts five key aspects such as pronunciation, fluency, grammar, vocabulary, and comprehension. These elements are deemed appropriate for enhancing students' speaking skills, particularly through dialogue practice.

c. **The Types of Classroom Speaking Performance**

According to Brown, there are six basic types of classroom speaking performance as follows:[28]

1) Imitative

A small portion of classroom speaking time can be effectively used for producing 'human-type record' speech, where students focus on practicing specific elements such as intonation patterns or perfecting the pronunciation of certain vowel sounds. The targeted practice improves precision in speaking.

2) Intensive

Intensive speaking goes beyond simple imitation, encompassing speaking activities designed to practice specific phonological or grammatical aspects of the language. This focused on students' practice that refine their accuracy and control over language structures.

3) Responsive

Several of students' speech in the classroom is responsive, involving brief replies to teacher or students-initiated questions or comments. This type of interaction encourages active participation and quick-thinking during conversation.

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[28] H. Douglas Brown, *Principle of Language Learning and Teaching* (New York: Prentice Hall, 2004), 271-274.

4) Transactional (dialogue)

Transactional language, which involves the exchange of specific information, it is a more developed form of responsive language. It typically requires extended interactions where the focus is on clarity and accuracy in conveying or obtaining information.

5) Interpersonal (dialogue)

Another type of conversation discussed in the previous chapter was interpersonal dialogue, which is aimed at nurturing social relationship rather than exchanging factual information. This form of communication focuses on building connections and rapport between individuals.

6) Extensive (monologue)

An intermediate to advanced levels, students are often tasked with delivering extended monologues in the form of oral reports, summaries, or short speeches. These monologues typically require a more formal and deliberate register, and can be either planned or delivered impromptu.

Based on the types of speaking mentioned above, this research focuses on Extensive (monologue). Monologue performance is highly beneficial for students as it simulates real-life situations, allowing them to practice language use within the classroom. The researcher prompt students with questions to practice the utterance provided on

the Wordwall game such as "How do you offer help to someone? How do you make offer in restaurant/ class/ house? When can we use offering something? What does she/he offer? Is she offering or asking? Are they accepting or declining?" In Extensive (monologue), students individually practice speaking, focusing on utterances related to 'offering something', as provided in the Wordwall game.

2. **Gamification**

   a. **The Characteristic of Gamification**

      Gamification is a strategy that incorporates fun and immersive game elements into non-game settings to boost engagement and encourage certain behaviors. It is used in various fields, including education, marketing, employee training, healthcare, and costumer applications. For instance, educational platforms may utilize Gamification to make learning more engaging for students. Gamification in education is an strategy that aims to motivate learners by incorporating game design principles and elements into learning environment. The objective isto maximize enjoyment and participation by sparking students' interest and motivating them to continue learning. In simpler terms, Gamification introduces game features into traditional, non-game scenarios. Unlike game-based learning, where students either create their own games or play commercial games to understand a

concept, Gamification focuses on meaningful learning tasks, active class participation, and fostering student initiative.

b. The Benefits of Gamification

1) Increasing learning engagement

   Gamification boost active engagement by making task more enjoyable, interactive and rewarding. Besides, the studies have shown that the use of Gamification significantly enhances students' engagement in learning activities.

2) Changing motivation and behavioral

   Game systems encourage desired behaviors by offering incentives, positive feedback, and a sense of progress. In different contexts, Gamification motivates participants, promotes healthy habits, and enhances learning outcomes.

3) Improving learning and retention

   Gamification in education makes the learning experience more interactive and immersive, which boosts students' engagement and knowledge retention. By integrating game mechanics into educational materials, students are more likely to remain focused and remember the information.

3. Wordwall Game

a. The Characteristics of Wordwall

Wordwall learning media presents a collection of words organized systematically to create the appearance of terms needed

for sentence formation.[29] Besides, Wordwall has been a staple tool in education, evolving with modern technology to offer interactive and engaging vocabulary-building games. Researchers increasingly recognize its significance in educational media.[30] The platform provides various activities like picture matching, quizzes, and puzzles, which can be customized by teachers or shared among educators. Originally conceived as software, Wordwall transitioned to a website in 2016, experiencing widespread adoption. The platform offers both interactive web-based activities and printable options, catering to different teaching settings and preferences. Users can access activities on various devices and even lead group sessions in the classroom.[31] Additionally, registered users can download games as PDFs for offline use. Overall, Wordwall's user-friendly interface fosters creativity and helps educators captivate students' interest in learning.

b. **The Benefits and Drawbacks of Wordwall**

Wordwall serves as a valuable tool to engage students in online education, enabling active participation and tracking of their

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[29] Ni Nyoman Arsini, Made Hery Santosa, and Ni Putu Era Marsakawati, "Hospitality School Students' Perception on the Use of Wordwall to Enrich Students' Work-Ready Vocabulary Mastery", *Elsya : Journal of English Language Studies*, 4.2 (2022), pp. 124–30, doi:10.31849/elsya.v4i2.8732.

[30] Syafiqah Hasram and others, "The Effects of Wordwall Online Games (Wow) on English Language Vocabulary Learning among Year 5 Pupils", *Theory and Practice in Language Studies*, 11.9 (2021), pp. 1059–66, doi:10.17507/tpls.1109.11.

[31] Haq and others, "Wordwall: A Digital Game Application to Increase the Interest of Rabbaanii Junior High School's Students in Learning Arabic Vocabulary".

progress.[32] It enhances speaking, reading, and writing skills while offering simplicity and free basic options, along with various templates.[33] Teachers can easily share materials or assessments via platforms like WhatsApp or Google Classroom. The platform's user-friendly interface and printable options accommodate students with network issues and provide clear feedback on their learning. It's also beneficial for time-constrained teachers and those less confident with technology, allowing for sharing of created materials within the Wordwall community.

However, Wordwall has limitations, including a limited number of free templates and restrictions on game creation in the free mode. Premium features require upgrading to a paid account. Furthermore, the inability to upload video or audio limits its effectiveness in teaching listening skills. Despite these drawbacks, Wordwall remains an enjoyable tool for joyful learning experiences, albeit with some areas for improvement in functionality.[34] Here are the features of Wordwall adopted from Wordwall.net as follow:

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[32] Aryani Purnaning Rahmawati and Putu Ranti Wijayanti, "Implementing Joyful Learning Strategy Using Wordwall in Order to Improve Reading Comprehension Skills", *Proceedings Series on Physical & Formal Sciences*, 3.2001 (2022), pp. 32–35, doi:10.30595/pspfs.v3i.261.

[33] Lailatur Rahmi and Dilla Angraina, "Training on Utilization of Wordwall Media as Online-Based Learning Assessment for Elementary School Teachers 08 Supayang", *Sumatra Journal of Disaster, Geography and Geography Education*, 5.2 (2021), pp. 144–49 <http://sjdgge.ppj.unp.ac.id/index.php/Sjdgge/article/view/380%0Ahttp://sjdgge.ppj.unp.ac.id/index.php/Sjdgge/article/download/380/283>.

[34] Arni Mahyudi, "The Use of Wordwall Media in Improving Students' Mastery of Standard Language", *Ulil Albab: Jurnal Ilmiah Multidisplin*, 1.6 (2022), pp. 1687–94 <https://journal-nusantara.com/index.php/JIM/article/view/419/334>.
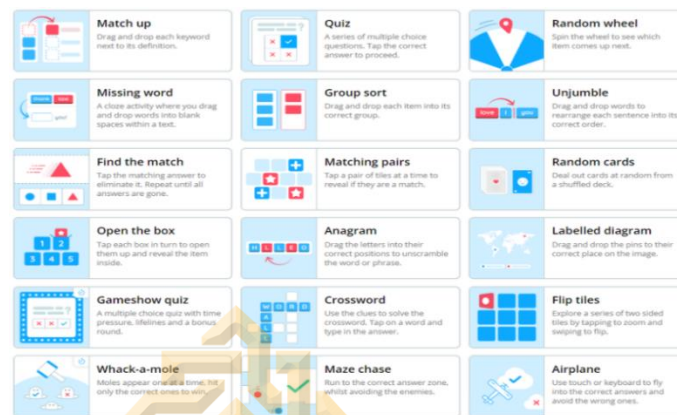
Figure 2.1

The Features of Wordwall Game

Based on the features of Wordwall above, the researcher chose Speaking Random Card, Open the Box, Unjumble, Random Wheel, and Gameshow Quiz.

c. **Wordwall as Learning Media**

The integration of technology in education, as highlighted by Hameed (2020) in Arsini et al. (2022), enhances the modern learning system, fostering dynamic and interactive learning experiences. Alkamel & Chouthaiwale (2018) assert that technology in education makes learning more engaging and stimulating for students. Despite this, traditional teaching methods persist, often involving direct teacher-student interactions aimed at simplifying learning. Both teachers and students face challenges in comprehending and acquiring information from textual materials.

To address these challenges, teachers must utilize learning media to effectively convey information. Technological

advancements offer opportunities for employing more sophisticated educational tools. Wordwall emerges as one such application, traditionally used by teachers to display and explain vocabulary words. According to Hasram et al. (2021), Wordwall serves as an ideal platform for enhancing students' vocabulary skills through interactive games. Additionally, Bueno et al. (2022) suggest that Wordwall can facilitate improvements in students' speaking, reading and writing abilities by offering various activities tailored to teachers' needs.
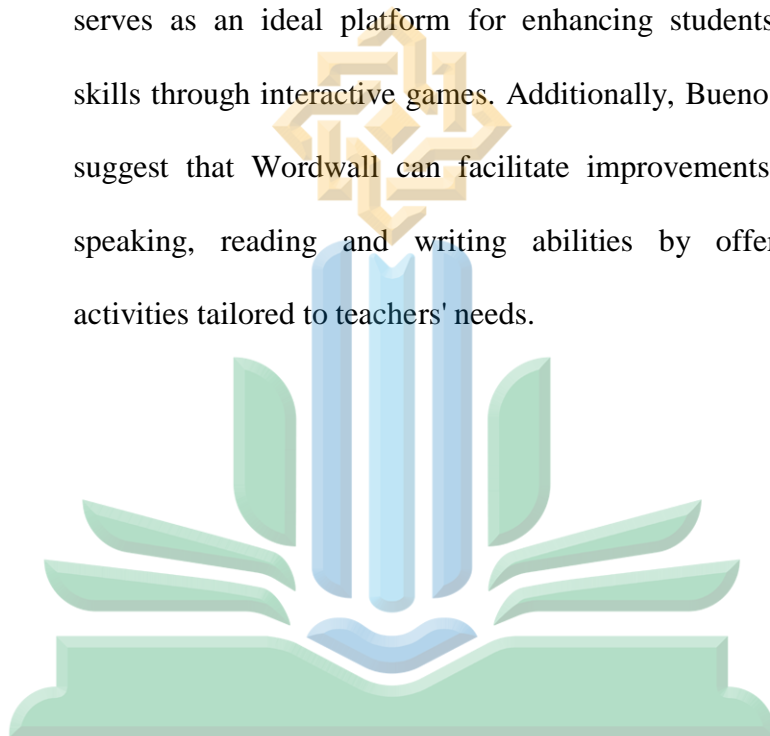
CHAPTER III

RESEARCH METHOD

This chapter provides a comprehensive explanation of the research methodology used by the researcher that consists of research design, research location, research subject, data collecting technique, data analysis, data validity, and criteria of success.

A. Research Design

This research used Classroom Action Research (CAR), which involved systematic procedures undertaken by teachers to gather information and enhance specific educational settings, teaching methods, and student learning. According to Kemmis and Mc Taggart, CAR is a form of classroom research carried out by teacher to address problems or find solutions to context-specific issues.[35] Classroom Action research focused on identifying students' challenges and working towards resolving the issues faced by students in the classroom. The aim of Classroom Action Research is to describe the process and improvement in students' speaking skills by utilizing Gamification Wordwall to enhance students' speaking skill through fun learning of Offering Something material.

Therefore, the researcher did an initial student assessment through preliminary study to identify students' challenges through observations, interviews with the English teacher, and a questionnaire. This research, the

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[35] Kemmis, S., and Mc Taggart, R, *The Action Research Reader* (3rd ed) (Geelong: Deakin University Press, 2014), 107.

researcher involved collaboration between the researcher and the English teacher. Following the discussion results, both the researcher and the English teacher agreed to use Wordwall as an interactive Gamification strategy to enhance students' speaking skills with the purpose to solve students' problems dealing with speaking. In this research, the researcher took on the role of the English teacher in implementing a new Gamification strategy in teaching process. Additionally, the teacher served as a collaborator or an observer in monitoring the research actions and assisting the researcher to carry out the classroom action research.

The Classroom Action Research followed Kemmis and McTaggart's model, which consists of four phases such as planning, acting, observing, and reflecting. The researcher conducted two instructional meetings and one post-test meeting in each cycle.
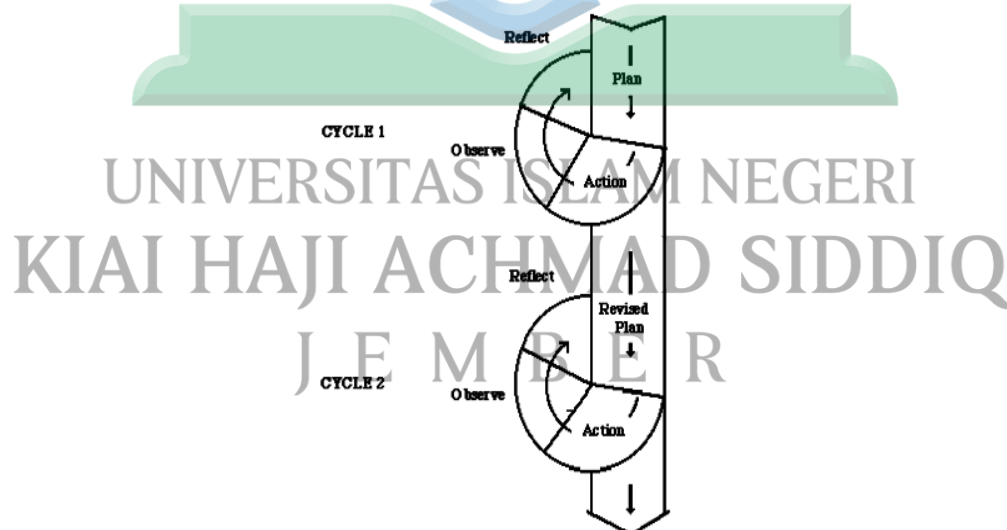
Figure 2.2

The Model of Classroom Action Research

Kemmis and Mc Taggart (2014)

1. **Planning**

   In the preliminary study, the researcher identified students' challenges in speaking skill by conducting observations, a pre-interview with the teacher, pre-test and open-ended question (students' pre-questionnaire), prior to implement the action. These findings detailed in the background study Chapter 1, served as the foundation for the subsequent research. Addressing these issues effectively, the researcher conducted this research to find out the alternative strategy in classroom. Several preparation were made to align with the students' classroom situation. At this stage, the researcher collaborated with the English teacher to conduct the research.

   The detailed planning were outlined as follows:

   1) The researcher consulted with the English teacher to select appropriate material and topics that align with the syllabus.

   2) They choose 'Offering Something' as the relevant material and topic.

   3) The researcher proposed Wordwall Gamification as an alternative strategy to enhance students' speaking skills in teaching 'Offering Something' which the English teacher accepted.

4) The researcher and the English teacher collaborated to utilize Wordwall Gamification in the classroom, discussing effective strategies for its implementation.

5) They developed lesson plans that incorporated Wordwall Gamification teaching methods.

6) The researcher and the English teacher created specific learning materials to teach 'Offering Something' topic.

7) They created Wordwall Gamification to support the lesson.

8) The researcher and the English teacher designed a speaking assessment to evaluate students' proficiency in the topic.

2. Acting

During this phase, the researcher implemented the strategies outlined in the lesson plan within the classroom setting. Additionally, the researcher assumed the role of the English teacher, utilizing Wordwall Gamification as an interactive teaching strategy. Meanwhile, the English teacher served as a collaborator and observer in this study. This cycle included two meetings focused on the teaching and learning process, followed by one meeting for the post-test. As an observer, the English teacher monitored the implementation of the Wordwall Gamification strategy, completing an observation sheet and field notes to assess students' speaking skills. The researcher collaborated with the English teacher to address students' speaking challenges and identify potential solutions. The

utilization of Wordwall Gamification in the teaching and learning process is detailed as follows:

1) The teacher engaged the students by introducing Wordwall Gamification as an interactive learning strategy.

2) The teacher explained the material about Offering Something

3) Teacher presented with common vocabularies related to 'Offering Something' topic was provided to aid students in memorization.

4) The teacher explained the grammar rules relevant 'Offering Something,' focusing on both verbal and nominal forms of Simple Present Tense.

5) The teacher gave an example of the simple present tense using Wordwall Gamification.

6) The teacher organized a Wordwall Game for the students to play.

7) The teacher illustrated how to offer something using Wordwall Gamification, incorporating the vocabularies and grammar previously learned.

8) Both the teacher and students collaboratively summarized the key points about 'Offering Something'.

9) The researcher and the English teacher observed the class during the lesson implementation.

10) The researcher and the English teacher assessed students' scores based on performance to evaluate speaking improvement.

In the final cycle, the collaboration between the researcher and the English teacher involved conducting a post-test to measure students' speaking improvement before and after the implementation of Wordwall Gamification in the classroom action research.

3. **Observing**

In this phase, the researcher and teacher collaborated to observe the classroom environment, focusing on students' responses and engagement while using Wordwall Gamification in the teaching and learning process. Additionally, the researcher administered tests to measure students' speaking improvement before and after implementing Wordwall Gamification to enhance their speaking skills. The researcher also conducted observations based on the results of the post-test, noting students who met the criteria for success in their speaking improvement.

4. **Reflecting the action**

In this phase, the researcher and the collaborator developed a reflection by evaluating the implementation of the actions. In the final phase, the researcher and teacher analyzed the results of the post-test scores. If the scores from the first cycle meet the criteria for successful action, the research will conclude and not proceed to the

next cycle. Conversely, if the scores do not meet the criteria, the next cycle will be conducted. The research will only conclude once the criteria for successful action, as defined by the researcher, have been achieved. The researcher use the reflection by Farrel that consists of three types such as reflection in action, reflection on action, and reflection for action.

a. Reflection in action

According to Cirocki and Farrell (2017), this type of reflection is not only linked to the "theories-in-use" that guide a teacher's actions but also involves addressing the "positive and negative surprises that arise during the teaching process" and the teacher's ability to handle them effectively.

b. Reflection on action

Reflection on action takes place after a lesson and serves as a tool for evaluating teaching practices. According to Farrell (2015), it aims to provide deeper insights into classroom dynamics by exploring how and why specific events unfold during particular periods. This reflective process allows teachers to analyze their observations, assess the roles they assumed while teaching, and justify their instructional choices. Furthermore, Cirocki and Puji (2019) highlight that reflection on action enables teachers to reconsider their approaches and envision how they might adapt

their strategies if given the opportunity to deliver the lesson again.[36]

c. Reflection for action

According to Farrell (2013), reflection for action refers to the process in which teachers plan future actions with the goal of improving or refining their current practices

B. Research Location

This study was conducted at MAN 2 Probolinggo during the academic year 2023/2024, located at Jl. Karang Geger, Pajarakan, Kab. Probolinggo, Jawa Timur. The researcher selected this school for several reasons. First, Wordwall Gamification is a suitable strategy for Tenth Grade F students, who are still facing challenges in speaking. Second, no prior research has explored the use of Wordwall Gamification as an interactive strategy to enhance student learning at this school. Third, this interactive strategy had not yet been implemented by English teachers in the teaching and learning process. Fourth, the researcher received permission to conduct the study at MAN 2 Probolinggo. Lastly, the researcher previously participated in "Asistensi Mengajar" at the same school. Therefore, the researcher chose this school as the research location.

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[36] Andrzec Cirocki & Handoyo Puji Widodo, "Reflective Practice in English Language Teaching in Indonesia: Shared Practices from Two Teacher Educators", Iranian Journal of Language Teaching Research 7(3), (Oct, 2019) 15-35.

C. Research Subject

The subjects of this research were the Tenth Grade F students at MAN 2 Probolinggo during the academic year 2023/2024, consisting of 9 males and 12 females as participants. The researcher selected this class for the classroom action research based on the results of preliminary observations, which revealed several challenges related to speaking skills faced by the students in X F: (1) linguistic aspects, (2) psychological aspects, (3) teaching strategies/methods for speaking, and (4) overall speaking scores. An interview with the English teacher indicated that X F students had the lowest speaking skills, with only 21% of them meeting the success criteria, scoring below 50.

The researcher collaborated with the English teacher assigned to the Tenth Grade students at MAN 2 Probolinggo. Approval was obtained to conduct the Classroom Action Research, and the researcher sought the teacher's assistance as a collaborator in implementing the actions.

D. Data Collecting Technique

In the data collection process, the researcher utilized both primary and secondary data.

1.1 Primary Data

To evaluate students' progress and the outcomes of this study, the researcher conducted a speaking test at the end of the cycle. This test aimed to measure individual speaking proficiency, focusing on the topic of "Offering Something." Wordwall Gamification was employed to facilitate

the test, making it easier for students to practice conversations related to offering something. The test questions included: "How do you express an offer to someone? How do you accept an offer from someone? How do you decline an offer from someone?" These questions were integrated into the Wordwall Gamification platform provided by the researcher. To ensure accurate assessment, the researcher recorded students' responses using a voice recorder. Additionally, both the researcher and the English teacher collaborated by reviewing the recordings to assign valid scores for the students' speaking skills and measure their improvement.

During the test, the researcher assessed students' speaking skills based on five key aspects: fluency, grammar, vocabulary, comprehension, and pronunciation. The researcher evaluated students' speaking comprehension to determine their understanding of the material on offering something. Additionally, students' speaking fluency was checked to see if they could read and understand words automatically. Once students grasped the concept of offering something, they were likely to find it easier to practice through Wordwall Gamification. The researcher also examined students' grammar to assess their understanding of the grammar related to offering something that had been covered in class. Furthermore, the researcher evaluated students' vocabulary and pronunciation to gauge their familiarity with the relevant vocabulary and their ability to pronounce these words correctly in the classroom.

In the following is the scoring rubric adopted from Brown (2004, p.172-173) to measure students' speaking tests, as follows:

Table 1.2

Students' Speaking scoring rubric

No.	Aspect of Speaking	Criteria	Score
1.	Grammar	Excellent: Equivalent to that of an educated native speaker.	V
		Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	IV
		Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy.	III
		Average to poor: Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar.	II
		Poor to very poor: Speaker can be understood by native speaker, even errors in	I

		grammar are frequently spoken.	
2	Vocabulary	Excellent: Presentation on all levels is fully accepted by educated native speakers in its entire feature including breadth of vocabulary and idioms, colloquialisms, and cultural references.	V
		Very good to good: Speaker has a high degree of precision of vocabulary.	IV
		Good to average: Speaking vocabulary is broad enough that speaker rarely has to grope for a word.	III
		Average to poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	II
		Poor to very poor: Speaker has inadequate speaking vocabulary to express anything	I

		but the most elementary needs.	
3	Comprehension	Excellent: Equivalent to that of an educated native speaker.	V
		Very good to good: Speaker can understand any presentation within the range of speaker's experience.	IV
		Good to average: Speaker's comprehension is quite complete at a normal rate of presentation.	III
		Average to poor: Speaker can get the gist of most presentation of easy topics (topics that require no specialized knowledge).	II
		Poor to very poor: Speaker can understand simple questions and statements if it delivers with slowed speech, repetition, or paraphrase.	I
4.	Fluency	Excellent: Presentation on all professional and general topics	V

		as smooth and effortless as a native speaker.	
		Very good to good: Presentation is smooth and effortless, but perceptively non-native in speed and evenness.	IV
		Good to average: Presentation is occasionally hesitant. Speaker rarely has to grope for words.	III
		Average to poor: Presentation is frequently hesitant and jerky; some sentences may be left uncompleted.	II
		Poor to very poor: Presentation is halting, very slow, and fragmentary that presentation is probably impossible.	I
5.	Pronunciation	Excellent: Native pronunciation, with no trace of foreign accent.	V
		Very good to good: Errors in	IV

		pronunciation are quite rare.	
		Good to average: Errors never appear with understanding. Accent may be obviously foreign.	III
		Average to poor: Accent of the speaker is intelligible though often quite faulty.	II
		Poor to very poor: Errors in pronunciation are frequent but speaker can be understood by a native speaker.	I

The total speaking score was multiplied by 4 on a scale of 0 to 100 to simplify the accumulation of scores. The researcher focused on five linguistic aspects of speaking, pronunciation, grammar, vocabulary, fluency, and comprehension when assessing the scores. Both the teacher and researcher collaborated to evaluate the students' performances, and they recorded the speaking assessments to verify the accuracy of the scores assigned. In this research, the measurement of students' achievements was interpreted according to the table suggested by Brown.

Table 1.3

Students' Achievement

Total Score	Level of Students' Speaking
< 40	E
40-53	D
54-65	C
66-79	B
80-100	A

1.2 Secondary Data

1. Observation Sheet

The observation method was employed to enhance the primary data collected. An observation format was used to monitor the entire teaching and learning process during the implementation of the action. The observation sheet assisted the researcher in analyzing students' conditions, engagement, and responses to the Classroom Action Research. This sheet was completed by a teacher who acted as the research collaborator. Two types of observation sheets were utilized such as the teacher observation sheet and the student observation sheet. The teacher observation sheet allowed the researcher to assess the teacher's instructional process using Wordwall Gamification as a tool to enhance students' speaking skills in the classroom. This sheet helped determine whether the actual teaching aligned with the planned approach and provided notes for revisions for

future sessions. Additionally, the researcher gathered data from the student observation sheet to evaluate students' activities and responses to the use of Wordwall Gamification in improving their speaking skills.

2. **Interview**

The interviews proved to be very beneficial for gathering additional data from the teacher. In this research, the researcher conducted semi-structured interviews. The first interview was carried out during the preliminary study to identify the teacher's challenges in teaching speaking skills in the classroom before the implementation of the classroom action research. The second interview aimed to gather feedback on the successful implementation of the classroom action research and to understand the teacher's perceptions of using Wordwall Gamification to enhance students' speaking skills.

3. **Questionnaire**

The questionnaire was utilized to gather data from students regarding their experiences in learning a language. In this research, the researcher collected additional information through both open-ended and closed-ended questions. The open-ended questionnaire aimed to identify specific challenges students faced in developing their speaking skills and was administered before the implementation of the classroom action research. This format allowed students to express their thoughts on their speaking advantages by providing explanations instead of simple "yes" or

"no" answers. The responses from the open-ended questions contributed to the qualitative data of the study.

In contrast, closed-ended questions were used to collect quantitative data after the classroom action research implementation. These questions focused on students' experiences using the Wordwall game to improve their speaking skills. The researcher analyzed the responses quantitatively by providing predefined response options for the students.

4. **Field notes**

In this research, the teacher's field notes comprised both descriptive and reflective notes. The descriptive field notes captured a detailed account of the classroom situation and student behaviors during the implementation of the classroom action research. In contrast, the reflective field notes contained the researcher's personal thoughts, feelings, insights, and observations that were significant during the observation process.

5. **Document Review**

Document review was a technique used to collect data related to the identified problems. The documents reviewed in this study included the attendance list for Tenth Grade F students, lesson plans, students' scores, and the syllabus.

E. Data Analysis

After collecting the data, the researcher analyzed it both qualitatively and quantitatively. The qualitative analysis involved data obtained from observations and reflections (teachers' field notes, and students' pre-questionnaires). Conversely, the test and post-questionnaires were analyzed quantitatively. The data from the speaking test were evaluated using the following formula:[37]

$$Mx = \frac{\Sigma x}{n}$$

Notes:

Mx : Mean

X : Individual Score

N : Number of Students

The next step involved calculating the percentage of students who met the Minimum Mastery Criterion (KKM) using the formula (Sudjono, 2008):

$$P = \frac{F}{N} \times 100\%$$

Notes:

P : The percentage of class

F : Percentage of total score

N : Number of students

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[37] Sudjana, *Metoda Statiska* (Bandung: PT. Tarsito, 2002), 67.

The results from the closed-ended questionnaire were calculated and presented as percentages. The formula used for this calculation is as follows:

$$\% = \frac{n}{N} \times 100$$

Notes:

n   : number of students who answered the question

N   : number of all students in the class

F. Validity of Data

In this research, the researcher employed content validity. According to Brown, content validity is established when a test samples the relevant subject matter and requires test takers to perform the behaviors being measured.[38] This indicates that the content of the text must align with the curriculum, the material topic, and the study's objectives.

To ensure the validity of the test, the researcher implemented several key strategies. First, the test was designed in accordance with the curriculum and the study's goals. Second, clear instructions were provided for the students taking the test. Third, students were required to practice 'offering something' using Wordwall Gamification as an interactive strategy. Additionally, the researcher sought feedback from a supervisor, who was an expert in the field, to review the test and provide comments or suggestions, thus determining its validity.

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[38] H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Prentice Hall. 2001), 22-23

G. Criteria of Success

Classroom Action Research (CAR) is considered successful if it meets the objectives set by the researcher. Specifically, this research will be deemed successful if at least 70% of students achieve a score of 70 or higher, which is the minimal mastery level criterion (KKM) at MAN 2 Probolinggo, or if their scores exceed this by 20 points. CAR will be deemed unsuccessful if the students do not meet these criteria. The research will conclude once the success criterion is achieved; however, if the criteria are not met, the researcher will plan alternative actions for the next cycle.
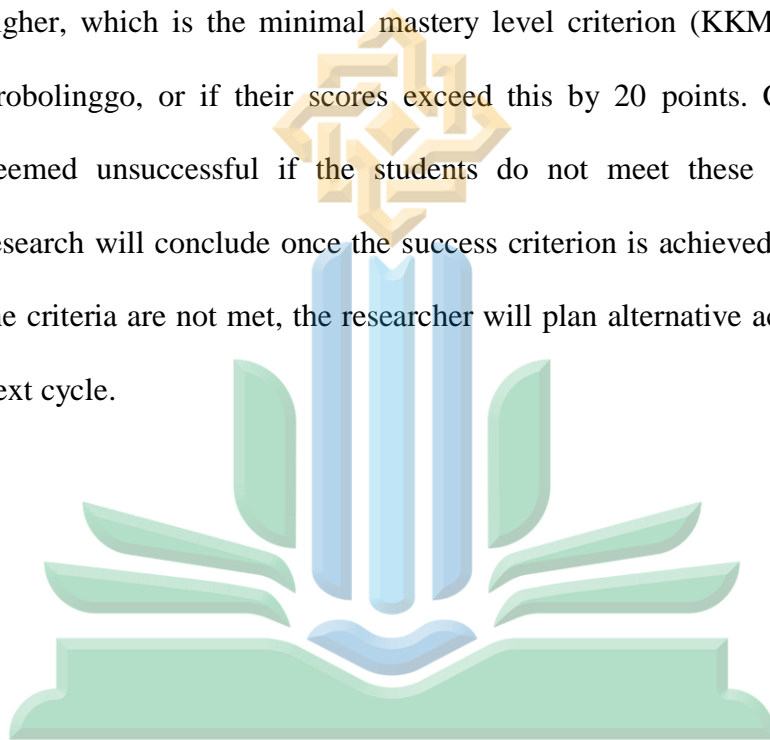
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter provides an overview of the research subject, presents the findings, and discusses the results, which were briefly introduced in Chapter One. The researcher focuses on two key aspects: the research findings and discussion of the data analysis. The primary goal of this study is to improve students' speaking skills through the implementation of an interactive Gamification strategy.

A. Research Object Overview

1. Profile of MAN 2 Probolinggo

    MAN 2 Probolinggo is located in Karanggeger Village, Pajarakan District, Probolinggo Regency, East Java Province, with the postal code 67281. MAN 2 Probolinggo is a school located in the east of Probolinggo Regency with a strategic location so it is easy to find, because it is close to MTSN 2 Probolinggo and is located on the main road. Province. Besides, MAN 2 Probolinggo was previously the Filial Madrasah of MAN Karanganyar Paiton which was founded in 1995 with SK Number: 515A on 25 November 1995, in subsequent developments it was nationalized so that it became MAN Pajarakan in 1997 and then underwent a change in the name of the madrasah through Regulation of the Minister of Religious Affairs of the

Republic of Indonesia Number 673 of 2016 it became MAN 2

Probolinggo until now it is 27 years old.[39]

Table 1.4

Profile of the School

Madrasah Name	MAN 2 Probolinggo dh. MAN Pajarakan
Since	1995
Status	State
Address	Jl. Raya Karanggeger No. 48 Karanggeger Pajarakan Probolinggo East Java
Telephone/ Hotline	(0035) 841583 / 081234591719
NPSN/ NSM	20580089 / 131135130002
Accreditation	A (SK BAP S/M Number: 200/BAP-S/M/SK/X/2016 dated 25 October 2016 valid until 25 October 2021
Website	www.man2probolinggo.sch,id
E-mail	man_pajarakan@yahoo.co.id

2. Vision, Mission, and Motto of MAN 2 Probolinggo

   a. The Vision of MAN 2 Probolinggo

      "Becoming a Superior Madrasah. Islamic, insightful and cultured,

      environmentally friendly (Uswah)"

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[39] "MAN 2 Probolinggo" Profile of School, accessed November 13, 2019, https://appmadrasah.kemenag.go.id/web/profile?nsm=131135130002&kota=3513&status=&akreditasi=&kategory=bos

b. The Mission of MAN 2 Probolinggo

    1) Conducting the teaching and learning process, along with guidance, in an effective, professional, and dedicated manner, ensuring that each student can fully develop according to their individual potential;

    2) Developing quality education and increasing access in line with community expectations;

    3) Carrying out tutoring and collaboration with universities;

    4) Develop skills development and cooperation with the business/industrial world;

    5) Developing a religious environment and behavior in daily life;

    6) Implementing science and technology and IMTAQ based learning;

    7) Facilitating learning that fosters the development of creative thinking, critical thinking, problem-solving, communication, and collaboration skills;

    8) Developing students' potential through self-development activities

    9) Implementing the Sustainable Food Madrasah Area Program (KMPL).

c. The Motto of MAN 2 Probolinggo

" Being SMART Generation" (Scientist, Multi skills and Abilities,
Religionist, Technologist). Become a SMART Generation
(Scientists, Skilled & Qualified, Religion, Technology).

B. Research Finding

This research was conducted on April 18, 2024, at MAN 2
Probolinggo, during the 2023/2024 academic year. The study consisted of
two cycles, with each cycle including 2 meetings and 1 post-test. In total,
the research involved six meetings across both cycles. Each cycle included
a speaking test to assess the improvement of the students' speaking skills
using an interactive Gamification strategy in class X F. The research
instruments and procedures for the Classroom Action Research are
presented below. The description of the research implementation is as
follows:

1. Preliminary Study

Before starting the first cycle, the researcher conducted an
observation as a preliminary study to identify the challenges faced by
students in speaking skills. The researcher also conducted an interview
to gather comprehensive information from the English Teacher. That
was done through pre-interview before classroom action research
done.[40] Based on the interview with the English teacher, it was found
that gamification is highly relevant for the teaching and learning

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[40] Appendix 3 (Pre-Interview with English Teacher)

process at MAN 2 Probolinggo. The school provides modern facilities such as a smart TV, which serves as an effective digital medium to support interactive learning. The teacher explained that incorporating gamification strategies, like the use of the Wordwall game, not only makes the lessons more engaging but also helps to improve students' speaking skills. The interactive nature of gamified activities encourages students to participate actively, practice using the target language, and build confidence in speaking. The teacher emphasized that these tools align well with the school's resources and students' needs, making gamification a practical and impactful approach to enhance speaking skills in the classroom. Besides, the research also was done through a pre-test and open-ended questions (students' pre-questionnaire) before implementing the action in class X F at MAN 2 Probolinggo. The speaking pre-test was designed to assess the students' understanding of the topic 'Offering Something' and to record their initial scores.

Table 1.5

Students' Score in Preliminary Study

NO.	STUDENTS' NAME	STUDENTS' SCORE
1.	AS	44
2.	ARA	44
3.	ANH	48

4.	AP	44
5.	AH	48
6.	DOM	40
7.	DS	40
8.	DOW	52
9.	DA	44
10.	ENFO	52
11.	FR	40
12.	FR	44
13.	HS	44
14.	MVBP	44
15.	MH	52
16.	NS	56
17.	RH	48
18.	RS	44
19.	SA	52
20.	SN	40
21.	YZ	48
TOTAL		968

Based on the minimum mastery criterion (KKM) for the English subject at MAN 2 Probolinggo, at least 70% of students must achieve a score of 70 or higher to pass the assessment. However, the preliminary results showed that none of the students met the KKM.

The total pre-test score for the class was 968, with an average score of 46.09. This indicates that the students' speaking skills were still lacking, as no students passed the KKM, resulting in a 0% passing rate,[41]

The results of the open-ended pre-questionnaire further revealed that 76.2% of students reported difficulties with speaking. Sixteen students expressed that they struggled with speaking activities, citing issues such as a lack of confidence, fear of being laughed at by their peers, and a limited vocabulary.[42]

From these findings, it can be concluded that the speaking skills of the tenth-grade F students were still low, requiring an interactive strategy or media to support improvement. Therefore, the researcher proceeded with action research, aiming to enhance the students' speaking skills through the use of Wordwall games as an interactive Gamification strategy, focusing on the topic of 'Offering Something.'

2. **Cycle 1**

In the first cycle, the researcher implemented four stages: planning, acting, observing, and reflecting. This cycle consisted of three meetings, two instructional sessions followed by a test. The test was administered after the two instructional meetings. The four stages are outlined as follows:

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[41] Appendix 10 (Students' Speaking Score Result in Preliminary Study)
[42] Appendix 5 (Students' Open-Ended Questionnaire Result)

a. **Planning**

At the outset of the cycle, planning was the first step in conducting this research. This phase began with a preliminary study involving interviews with the English teacher, distributing a questionnaire to the students, and observing classroom dynamics. The first step was to interview the English teacher to identify the challenges students faced in learning English material[43]. Then, the questionnaire was administered to gather students' experiences and perspectives on learning English in the classroom[44]. Following this, an observation was conducted to monitor the teaching and learning environment. A preliminary test was also carried out to assess the students' speaking scores. The findings from this preliminary study indicated that a significant issue among students was the low level of interaction during speaking activities. The detailed results from this study are discussed in Chapter 1 of the research background.

After completing the preliminary study, the researcher proceeded to develop the research plan by following several procedures. First, the researcher consulted with the English teacher to select suitable material and topics aligned with the syllabus. They decided on the topic of 'Offering Something' as it was relevant to the syllabus. Following this decision, the researcher proposed using Wordwall Gamification as an alternative strategy to

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[43] Appendix 3 (English Teacher's Interview)
[44] Appendix 5 (Students' Questionnaire)

enhance students' speaking skills for the topic of 'Offering Something,' which was well received by the English teacher.

The English teacher agreed with the researcher's proposal, and they discussed how to integrate Wordwall Gamification into the classroom. They collaborated to design lesson plans that incorporated these teaching methods. After the lesson plans were created, both the researcher and the English teacher worked together to identify features of Wordwall that would support the lessons.[45] They selected several features, including Match Up, Random Wheel, Missing Word, Unjumble, and Quiz. Finally, they collaborated on designing a speaking assessment to evaluate the students' proficiency in the topic of offering something.[46]

b. **Acting**

The first cycle commenced following the planning procedures on Thursday, July 18, 2024. In this phase, the researcher took on the role of the English teacher, utilizing Wordwall Gamification as an interactive strategy during the teaching process, while the English teacher served as a collaborator and observer for the study. The researcher implemented the planned design, including the lesson plan and research instruments developed in collaboration with the English teacher. To collect data, the researcher prepared an observation sheet and field notes to

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[45] Appendix 12a (Lesson Plan)
[46] Appendix 12a (Students' Tasks)

assess the students' speaking activities. The researcher worked closely with the English teacher to address the students' speaking challenges and identify potential solutions.

1) The first meeting

The first meeting took place on Thursday, July 18, 2024, from 7:00 to 8:30 a.m. The first cycle proceeded smoothly, following the teaching procedures outlined in the lesson plan. The students were active in responding the researcher's instruction to mention the kind of offering something utterances although it still used Indonesia language. The students were following the researcher's instruction to mention vocabulary usage that usually be used in offering something although it still used Bahasa. It showed that when students mentioned the vocabulary, they often point to the other friend for mentioning the vocabulary. Tenth grade F students were enthusiast to practice the Wordwall game in front of the class. The Wordwall game was displayed on the TV Smart so that students can practice together to pronounce the 'offering something' utterances. The students were following the speaker being talked in the Wordwall game. It was approved the students' presentation when they practice the game in front of the class. They were compact and

enthusiast to present the Wordwall game. Besides, the researcher helped the students to practice the 'offering something' utterances that the students choose on the game. The researcher also gave example how to offer something or help to someone.

Meanwhile, in the 1st meeting explained about 'Offering Something' in term of definition, generic structure, and the social function of offering something. The researcher gave basic understanding to students about offering help to someone. Besides, the students have to mention the example of offering help that is often be used by the students. The students have to mention an offer to a close friend who faced problem when they were climbing on the mountain. The researcher explained to the students *when your friend is tired to climb, what will you say to him/her,* the students responded the researcher's' question by mentioning the utterances of offering help.

The researcher began the first meeting by greeting the students to spark their interest in the class. Following this, the researcher led the students in a group prayer and took attendance. Next, the researcher facilitated a brainstorming session to assess the students' understanding of how to offer something or help someone. The researcher

then displayed the Wordwall game on the Smart TV, featuring unjumbled words for the students to work with. The students were tasked with selecting words and guessing the topic to be covered in that session. Additionally, the researcher explained the relevance of learning how to offer something in real-life situations.

Figure 2.3

The researcher explaining the material[47]

The researcher provided an overview of the fundamental concepts related to offering something, including its definition, purpose, generic structure, and language features. The researcher clearly articulated the definition of offering something and provided examples of how it can be applied in real-life situations, such as making both tangible and intangible offers, like giving gifts or proposing trades. Additionally, the researcher emphasized the importance of understanding how to offer something in English, as well as how to accept or decline an offer.

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[47] Documentation, MAN 2 Probolinggo, July 18, 2024

The researcher also emphasized the expression when making offers;

> May I/ Can I/ Shall I …?
> Would you …?
> How about I …?

The researcher clearly explained how to express offering based on the generic structure of offering expressions. Following this, the researcher expanded on how to accept and decline offers, providing examples of common phrases used in these contexts. To enhance the students' understanding of making expressions of offering something, the researcher engaged them in a Wordwall game featuring 15 unjumbled words. The students were tasked with guessing and arranging the words related to the material on offering something.

The students actively participated by selecting unjumbled words during the game. The researcher instructed them to guess the corresponding expressions related to offering something, ensuring that each student contributed their guesses. This meeting aimed to assess the students' understanding of how to formulate expressions of offering something.

At the end of the session, the researcher reviewed the material covered to reinforce the students' comprehension. The students demonstrated their understanding by responding correctly to the researcher's questions. The researcher also inquired about the students' experiences with the Wordwall game, asking if they enjoyed it. The responses varied, with some students expressing that they had fun, felt engaged, and were eager to play again in the next meeting. The session concluded with a group prayer and motivational words from the researcher to inspire the students.

2) The Second meeting

The second meeting took place on Thursday, July 25, 2024, from 7:00 to 8:30 a.m. This session proceeded smoothly, following the lesson plan. As usual, the researcher began the class with a collective recitation of Basmalah and then took attendance. The researcher also checked in on the students' feelings and overall well-being. The students displayed great enthusiasm as the lesson commenced.

To refresh their memories and provide an icebreaking before starting the learning process, the researcher revisited the previous topics. This approach

aimed to ensure that all students in class X F remained engaged, happy, and eager to participate in the teaching and learning process.

The second meeting followed similar teaching procedures to the previous session but introduced different material and game features in Wordwall. The researcher implemented the same actions and activities outlined in the lesson plan, focusing on the topic of 'offering something' to enhance the students' speaking skills through the use of Wordwall as a Gamification strategy. The meeting commenced with a brief introduction to expressions related to offering something.

- May I give you a hand?
- Can I help you?
- Shall I bring you some tea?
- How about I help you with this?
- Can I clean the car for you?
- Shall I help with your homework?

The researcher pronounced each word using the random boxes feature of the Wordwall game, prompting the students to repeat after each one until they had memorized them well. To reinforce their memorization, the researcher drilled the students with vocabulary phrases and provided examples for each utterance to enhance their understanding.

The researcher displayed the Wordwall game on the Smart TV, and the students followed the speaker's instructions, taking turns to open each box and pronounce the vocabulary phrases together as a class.

After learning the vocabulary phrases, the researcher explained how to accept and decline an offer. The researcher emphasized that when making an offer, it is important to use modal verbs (would, can, may), as well as phrases such as "Let me … for you" and "I have a … if you need it." The researcher also highlighted the use of the simple present and present continuous tenses, providing examples like "I offer you help" and "I am offering you a special discount." The session concluded with an explanation of how to accept or decline an offer.

Accepting Offers	Declining Offers
Yes, please. I really appreciate it.	It's okay, I can do it myself.
Thank you, it is very kind of you.	No, thank you.
Yes, please. That would be lovely.	No, thanks. I don't want another helping.
Yes, please. That would be very kind of you.	Don't worry, I will do it myself.

The students were invited to play the Wordwall game that had been prepared by the teacher. Many students stepped forward to participate in the expression box game. The researcher provided feedback on their performance and encouraged the students to answer the game correctly. As they presented their responses in front of the class, their classmates listened attentively. To evaluate the students' understanding and the effectiveness of using the Wordwall game, the researcher revisited the material. Overall, the students appeared enthusiastic and engaged throughout the learning process.

Figure 2.4

Students Presenting the Wordwall Game[48]

In the final meeting, the researcher reviewed the material by examining the students' expression related to offering something learned. The researcher also demonstrated the Wordwall expression used in the game.

[48] Documentation, MAN 2 Probolinggo, July 25, 2024

Additionally, the researcher inquired about the students'
experience with the learning activities using Wordwall
game. As the consistent respond and feedback from the
previous meeting, the students expressed that they enjoyed
learning through game activities. The researcher also
informed the students that they would have a speaking test
for the next meeting. The researcher allowed the students to
ask everything about this meeting activity. Then, one of
students asked the mechanism of the test. The researcher
answered that the test would be same with the 1st meeting
and 2nd meeting. So, the students have to perform the game
individually and expressed the expression of offering
something material that has been provided by the researcher
on the Wordwall game. At last, the researcher closed the
meeting by leading praying together and gave them
motivation.

c. **Observing**

In this phase, the researcher administered a speaking test
following the classroom action research implemented in Cycle 1,
which included two learning meetings and one testing meeting.
The purpose of the test was to assess students' improvement in
speaking skills. Conducted on Friday, July 26, 2024, the first post-
test indicated an improvement in students' scores. The speaking test

was designed to address the research question formulated in this study.

To facilitate the test, the researcher randomly selected students to present in front of the class. Additionally, students engaged in a Wordwall game to determine the next steps in the activity. They then drew cards that corresponded to prior instructions in the Wordwall game and were required to express various responses: offering something, accepting something, or rejecting something based on the prompts on the speaking cards.

The test specifically evaluated speaking skills, and students were not permitted to use dictionaries or English books during the assessment. Presentations took place in front of the class, with strict rules prohibiting noise and assistance from peers. The researcher selected expressions from both the first and second meetings to include in the assessment. Five aspects of speaking were measured: grammar, vocabulary, comprehension, fluency, and pronunciation, each rated out of a maximum of 4 points.

Figure 2.5

The Students' Speaking Test[49]

In this test, both the researcher and the teacher collaborated as examiners to assign scores to the students based on a scoring rubric. The researcher documented each student's performance in expressing offers. Special attention was given to the students' engagement with the Wordwall game, which served as an interactive Gamification strategy for the assessment. The researcher also recorded the students' performances during the game, using the recordings to double-check the scores and minimize errors in the grades given by the researcher and teacher.[50]

There were 21 students in the class, 10 met the minimum passing criterion (KKM), while 11 did not. The total score for the post-test was 1,405, with an average score of 66.66. The percentage of students who passed the KKM was 47.61%, while those who did not pass accounted for 52.39.[51] Thus, it can be concluded that the students' speaking scores in post-test Cycle 1

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[49] Documentation, MAN 2 Probolinggo, July 26, 2024
[50] Appendix 11 (Students Speaking Description in Post-test Cycle 1)
[51] Appendix 11 (Students Speaking Score in Post-test Cycle 1)

showed improvement, although the overall results did not meet the

action success criteria established in this study.

The researcher enumerated the means score was:

$$M = \frac{\Sigma x}{n}$$

$$M = \frac{1400}{21}$$

Notes:

M = The average score

Σx = Total score

n = Number of students

The researcher also provided the percentages of students who met

the KKM criteria:

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{10}{21} \text{ X } 100\%$$

$$P = 47,61\%$$

Notes:

P = The class percentage

F = Total percentage score

N = Number of students

By looking at the results of cycle 1, important lessons were

learned about what needed to improve. It was clear that students

needed to be more involved in the learning process to help them

participate actively. It also showed that some students had specific

problems, like trouble with vocabulary, pronunciation, or

confidence, that needed extra attention. These lessons were used to

make changes in cycle 2. The activities were planned to help

students participate more, and extra support was given to those who

had difficulties. These changes helped many more students reach

the minimum mastery criterion (KKM). Therefore, reflecting on

what worked and what didn't in cycle 1 was very important. This

reflection helped bring greater success in cycle 2, as shown by the students' much better speaking performance.

d. Reflecting of Cycle 1

1) Reflection in action

During the lesson, the researcher actively observed and adjusted the learning process to address immediate challenges. This real-time reflection included identifying areas where students struggled to use expressions like "offering something" in practical contexts. For example, while most students could recognize these expressions, some found it challenging to understand their application in varied scenarios. As the lesson unfolded, the researcher adapted by introducing more contextualized examples to help students grasp the expressions' nuances. This dynamic adjustment ensured that the teaching approach remained responsive to the students' needs during the lesson.[52]

2) Reflection on action

After the first cycle, the researcher and the teacher evaluated the lesson outcomes to identify areas for improvement. This post-lesson reflection involved analyzing secondary data, such as observation sheets and field notes, which highlighted both strengths and

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[52] Appendix 8 (Teacher's Observation Sheet in Cycle 1)

weaknesses.[53] The key findings included, firstly, the need for more detailed materials and practical examples to help students use expressions in various everyday contexts, such as at school. Secondly, challenges faced by some students in understanding and applying the material, particularly in expressing rejection, which required tailored individual or group guidance. Thirdly, the observation that students were engaged with the gamified learning approach but needed additional support to differentiate between theoretical knowledge and practical application. Therefore, these insights informed plans to revise the lesson plan and teaching strategies for the next cycle, aiming to better address students' difficulties and enhance their learning experience.

3) Reflection for action

Looking forward to the next cycle, the researcher used the insights gained to plan improvements with the goal of enhancing students' speaking skills and meeting the action success criteria. The key adjustments included: first, incorporating more contextualized and varied examples in the teaching material, particularly focusing on students' daily experiences. Second, providing additional guidance

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[53] Appendix 7 (Teacher's Field Note)

outside of class hours or during lessons, tailored to the needs of individual students struggling with specific aspects, such as expressing rejection. Third, enhancing the gamified learning approach by introducing levels and a reward system in the Wordwall game. This included dividing the game into two levels with increasing difficulty and rewarding students with points or badges for completing each level. By these planned changes aimed to create a more engaging, supportive, and effective learning environment, with the ultimate goal of improving student outcomes.[54] The revisions to the lesson plan were also informed by the observation checklist, which showed that while most students could use the target expressions appropriately, some required further guidance.[55]

Based on the reflection from Cycle 1 in the teacher's observation sheet, showed several important points about the teaching and learning process. The Wordwall game helped make the lessons more fun and interactive, but there were still some challenges. Most students could understand and use expressions for offering something, but some had trouble using these expressions in real-life situations. Some students also found it hard to understand the material and speak confidently, showing the need

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[54] Appendix 12b (Lesson Plan)
[55] Appendix 8 (Observation Sheet)

for clearer explanations, better examples, and extra support for those who needed help.

The observation also showed that while students enjoyed the Wordwall game and paid attention during the lessons, they struggled to connect what they learned to real situations. This meant the lesson plan needed to include more detailed materials and examples that were closer to their daily lives. In addition, only 47.61% of the students met the minimum score required, which was lower than the goal of 70%.

From this reflection, it was clear that changes were needed to improve the teaching method and make sure all students could participate and learn better. This reflection showed that moving to Cycle 2 was important to help the students improve their speaking skills and meet the goals of the study.

3. **Cycle 2**

   a. **Planning**

   Before revising the lesson plan for the second cycle, the researcher and the English teacher engaged in in-depth discussions to address the problems and difficulties identified in the first cycle.[56] The discussions focused on various aspects, including language use, game varied practical, and real-situation examples of the material. The actions in Cycle 2 were similar to those in Cycle

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[56] Appendix 12b (Lesson Plan)

1; however, the teacher incorporated a mix of both English and Indonesian during the classroom action research implementation. In the first cycle, the researcher predominantly used Indonesian, which led to some students feeling less confident in their speaking practice. In Cycle 2, the teacher aimed to use a blended approach of English and Indonesian to help students feel more comfortable and to enhance their understanding of the material.

Furthermore, students in the first cycle tend to be shy and not confident in speaking practice. Therefore, in the second cycle, the teacher provided more speaking practice and more challenging game as well as provide individual guidance for students who were having difficulty. The teacher more focused on controlling the class situation and providing motivation and appreciation to students. This is important to improve students' self-confidence and create a positive learning environment. Besides, the material presented to be supplemented with practical and real examples, especially those that are relevant to the school environment. For example, offering at school, such as offering help with homework, offering food or drink at school, and offering to collaborate on group projects. These examples helped students understand the application of the expression 'offering something' in their everyday context.

In cycle 2, both at the 1st and 2nd meeting, students were given the opportunity to play the Wordwall game which had been designed with two levels[57]. At each meeting, students are required to collect points form the games provided. This task became more complex and challenging, so students used more advanced skills to complete them. This structure is expected to provide a dynamic and challenging learning experience, so that students were encouraged to continue to progress and improve their abilities. Besides, reward was used for students' appreciation as their efforts. This reward system is designed to motivate students to continue learning and feel appreciated for every effort they made. As a result, the students became more enthusiastic, actively engaged in the learning process, and increasingly motivated to reach a higher level. These points were an indicator of students' success in understanding the material taught in the classroom.

With these action plans, the second cycle proved to be more effective in improving students' speaking skills, particularly in using the expression "offering something." Additionally, the researcher aimed to provide more vocabulary phrases relevant to the students' daily contexts. Furthermore, the researcher emphasized the importance of motivating and appreciating students during the classroom action research implementation to achieve a

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[57] Appendix 12b (Students' Tasks)

post-test result where at least 70% of students would meet the minimum mastery level criterion (KKM) of 70 or higher.

b. **Acting**

In this phase, the researcher implemented Cycle 2 using the revised plan developed in collaboration with the English teacher. This cycle commenced on Wednesday, July 31, 2024, after revising the planning procedures. The researcher conducted the same activities and covered the same material as in Cycle 1, but with more interactive and challenging practical examples. To collect data, the researcher prepared observation sheets and teachers' field notes to monitor students' speaking activities. Collaboration with the English teacher continued to address students' speaking challenges and identify potential solutions, as in the first cycle.

1) The first meeting of cycle 2

The first meeting of Cycle 2 took place on Wednesday, July 31, 2024, from 07:00 to 08:30 a.m. During this meeting, the activities mirrored those of Cycle 1, but the researcher included additional practical vocabulary examples related to the expression "offering something." To facilitate understanding, the researcher employed a mix of English and Indonesian. Furthermore, the researcher inquired about any difficulties students faced

when using the mixed language during the teaching and learning process. Discussions were also held regarding the challenge's students encountered in answering questions using the Wordwall game during the Cycle 1 post-test.

The researcher began the first meeting by greeting the students to engage their interest in the class. Following this, a group prayer was conducted, and student attendance was checked. The researcher then initiated a brainstorming session, revisiting the "offering something" material covered in Cycle 1. This repetition aimed to refresh students' memories and ensure a solid foundational understanding. The researcher introduced additional, varied examples, including offers relevant to the school setting, such as offering help with homework, offering food or drink, and suggesting collaboration on group projects. These examples were designed to help students apply expressions in everyday contexts. The researcher also sought to enhance students' understanding of how to make expressions of offering in real-life activities at school.

- May I give you a hand?
- Can I help you?
- Shall we collaborate on group projects?
- How about I help you with this work?
- Can you see the score for me?
- Shall I help with your homework?
- I will go to canteen, if you like,

The Wordwall game was implemented with adjustments to new, more complex and challenging scenarios. The students played the games with a variety of scenarios designed to enrich their learning experience and strengthen their understanding of the material. The students were provided unjumble boxes on the Wordwall game then students have to guess and answer what the correct answer is based on the structure of expressions an offer at school. So, this game as level 1 which contains basic question to test students' understanding of the phrases and sentence structures used in offering something. Each student was required to collect the points from the game at this first level. These points are earned by answering questions given in the game. The students were given time for about 30 seconds to answer after all boxes were opened by the students in front of the class. The students also were given points in each question as the rewards of the game. For the students who answer correctly got 5 points, while for students who was wrong in answering the boxes got minus 5 points. So, the students have to collect every point on the game. The students were more active to play the game in

the classroom. Besides, the researcher provides detailed and constructive feedback after playing the game sessions. The evaluation included the use of appropriate expressions, intonation, and confidence in speaking. The researcher also provided concrete improvement suggestions to students for improving their speaking skills.

Figure 2.6

Students Presenting the Wordwall Game[58]

At the end of the meeting, the students successfully accumulated the required minimum points, allowing the game to progress to the next level. The points earned in the first meeting served as a foundation for students to tackle more challenging content in the second meeting. Additionally, the researcher reviewed the material to reinforce the students' comprehension of the topics covered in the first session of Cycle 2. The students demonstrated a better understanding by responding accurately to the researcher's questions. They showed increased enthusiasm

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[58] Documentation, MAN 2 Probolinggo, July 31, 2024

for the practical activities facilitated by the game levels. The researcher also inquired about the students' experiences in this new learning environment using the Wordwall game, asking them if they were enjoying it. The students collectively expressed their happiness and eagerness to play again in the next meeting. The class concluded with a group prayer and motivational words from the researcher.

2) The second meeting of cycle 2

In this session, the researcher conducted the same activities as in the first meeting, focusing on enhancing the students' speaking skills. Students progressed to higher levels based on the points they had collected in the first meeting, with these new levels presenting greater challenges that required a deeper understanding. To facilitate comprehension, the researcher employed a mix of languages during the teaching process. The second meeting of Cycle 2 took place on Wednesday, July 31, 2024, from 07:00 to 08:30 a.m. The classroom environment was noticeably improved compared to the first cycle meeting, maintaining a similar positive response. Most students attentively listened to the teacher's explanations, and student participation significantly increased compared to the second meeting of the first cycle.

At second meeting of cycle 2, the activities focused on applying and strengthening 'offering something' material through Wordwall game as an interactive Gamification strategy for improving students' speaking skills. So, the researcher began the meeting by repeating the material from the first meeting and asking students to reflect on their experience in previous platform of game. The researcher introduced additional expressions related to 'offering something' and provided further practical examples. These examples included everyday situations at school, such as offering/accepting/declining help in a work. Then, the researcher instructed students to play the Wordwall game. So, on the game provided a missing expression phrases that students have to answer and pronounce loudly which was ordered on the game. The game provided a gameshow quiz for students to answer each question that exist in the gameshow quiz or instructions. This gameshow quiz had differences with other games because it provides more interactive level, challenging time, and extra bonus points. So, the students have to collect the points from the game. The researcher also showed students' score on the TV smart to make students to be more spirited in answering the game.

Figure 2.7

Students Presenting the Wordwall Game[59]

Before closing the meeting, the researcher reviewed the material learned during the first and second sessions. The students confidently raised their hands to answer questions posed by the researcher. Additionally, the researcher asked about the students' feelings regarding their learning experience with the Wordwall game, seeking their perspectives on its effectiveness as an interactive gamification strategy for enhancing speaking skills. This feedback served as important notes for the final meeting. The students responded positively, echoing their earlier sentiments of enjoyment in learning through the game. The researcher also informed the students that a test would be administered to assess their improvement in speaking skills, based on their point achievements from the first and second meetings. All students met the required point threshold to proceed to the final test, which would mirror the format of

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[59] Documentation, MAN 2 Probolinggo, July 31, 2024

the previous cycle. Finally, the researcher requested a group photo for documentation following the classroom action research, concluding the session with a heartfelt "Alhamdulillah" (Thank God) and leading a collective prayer.

c. Observing

Following the classroom action research in Cycle 2, which consisted of two meetings, the researcher conducted a second speaking test as a post-test. Collaborating with the English teacher, they measured the students' speaking scores. This test was held on Wednesday, August 7, 2024, and followed the same format as the previous cycle. The results indicated a notable improvement in students' speaking scores: 19 students achieved scores of 70 or higher, meeting the minimum mastery level criterion (KKM), while only 2 students fell below this threshold. The total score for the second post-test was 1,820, resulting in an average score of 86.66. The percentage of students passing the KKM was 90.47%.[60] Thus, it can be concluded that there was significant improvement after implementing the Wordwall game as an interactive Gamification strategy in Cycle 2 compared to Cycle 1.

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[60] Appendix 11 (Students Speaking Description in Post-test Cycle 2)

d. Reflecting of Cycle 2

1) Reflection in action

Throughout the lessons in Cycle 2, the researcher engaged in real-time reflection to adapt to the students' needs as they emerged during the teaching process. Observing students' enthusiasm and active participation, the researcher responded by reinforcing their efforts during class activities. For instance, students showed significant engagement by repeating phrases and practicing expressions for "offering something" with greater confidence and focus. These immediate adjustments, such as providing extra encouragement and tailoring examples to match the students' progress, ensured that the teaching process was dynamic and responsive. The Wordwall game, as a gamified learning tool, proved particularly effective in maintaining student attention and fostering active involvement in the lesson.

2) Reflection on action

In this phase, the researcher collaborated with the English teacher to evaluate the outcomes of the lessons. Using observation sheets and field notes, they identified both strengths and areas for improvement in the teaching

and learning process.[61] It was noted that students had improved in memorizing and applying phrases for offering something, and their confidence in using these expressions had grown. The collaborative reflections also highlighted teaching improvements, such as clearer explanations, more effective examples, and enhanced pronunciation guidance. The students demonstrated greater motivation and active participation, as evidenced by their performance during the Wordwall game and their attentiveness to instructions. This post-lesson analysis allowed the researcher and the teacher to assess the overall effectiveness of the strategies implemented and to pinpoint specific areas for refinement.[62]

3) Reflection for action

Based on the insights gained during and after the lessons, the researcher and the teacher planned future actions to sustain and enhance the progress achieved in Cycle 2. It was decided that the Wordwall game would continue to be used, with additional features to maintain students' motivation and engagement. The future strategies would focus on incorporating clearer practical examples and providing personalized feedback to address individual

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[61] Appendix 7-8
[62] Appendix 12b (Lesson Plan)

learning needs.[63] These plans aimed to build on the students' improved speaking skills and confidence while addressing any remaining challenges. Overall, the reflection process guided the formulation of actionable steps to ensure continuous improvement in both teaching methods and student outcomes in Appendix 8a to 8d.[64]

Figure 2.8

The Students Speaking Test[65]

Based on the results of the students' speaking test indicated a marked improvement in their speaking skills across five key aspects. As outlined in Chapter 1 of the preliminary study, students initially faced challenges with linguistic aspects, including limited vocabulary, pronunciation issues, and insufficient grammar understanding. However, these problems were effectively addressed through the use of the Wordwall game as an interactive gamification strategy, leading to significant improvements in the speaking skills of the tenth-grade F students at MAN 2

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[63] Appendix 12b (Students' Tasks in Lesson Plan)
[64] Appendix 8 (Teacher's Observation Sheet)
[65] Documentation, MAN 2 Probolinggo, August 7, 2024

Probolinggo. In comparison to the preliminary test results, where no students passed the minimal mastery level criterion (KKM), the latest test showed that 19 students, or 90.47%, successfully met the KKM, achieving a mean score of 86.66. Conversely, only 2 students, or 9.53%, did not meet the KKM requirements.[66]

The results from the speaking test provide strong evidence that the use of the Wordwall game as an interactive gamification strategy has effectively enhanced students' speaking skills. It can be concluded that the speaking scores have met the success criteria established for this research, marking its completion.

The researcher previously summarized the mean scores as follows:

$$M = \frac{\sum x}{n}$$

$$M = \frac{1820}{21}$$

Notes:

M = The average score

$\sum x$ = Total score

n = number of students

The researcher also presented the percentage of students who met the KKM:

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{19}{21} \text{ X } 100\%$$

$$P = 90,47\%$$

Notes:

P = The class percentage

F = Total percentage score

N = Number of students

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[66] Appendix 10 (Students' Speaking Score Result in Preliminary Study)

C. Research Discussion

This section discusses the research findings in relation to relevant theories. The use of the Wordwall game as an interactive gamification strategy has proven effective in enhancing students' speaking skills, particularly in using expressions for offering something. This is evidenced by the gradual increase in students' speaking scores following the implementation of the Wordwall game. Preliminary data indicated that the average student score was only 46.09, with 0% of students meeting the minimum score set by the school, indicating that none had reached the KKM.[67] This initial data highlights the low proficiency of students in using expressions for offering something, largely due to their limited vocabulary, pronunciation, and grammar skills stemming from their prior learning in junior high school.

After implementing the Wordwall game as an interactive gamification strategy, there was a significant improvement in students' speaking performance, especially when comparing the results from cycle 1 and cycle 2. In cycle 1, the students' average speaking score was 66.66, with 10 out of 21 students or 47.61% achieving the minimum mastery criterion (KKM) of 70. This means that 11 students or 52.39% had not yet met the KKM. Besides, in cycle 2, after utilizing the Wordwall game, the average score improved to 86.66, with 19 out of 21 students or 90.47% successfully reaching the KKM. So, only 2 students or 9.53% remained

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[67] Appendix 5 (Students' Open-Ended Questionnaire Result)

below the KKM. This comparison demonstrates a significant increase of 42.86% in the percentage of students achieving the KKM between cycle 1 and cycle 2. The use of the Wordwall game proved effective in engaging students, as supported by post-action questionnaire results, where 90.4% of students or 19 students reported feeling actively involved in learning.

The students also showed high levels of participation by responding to questions during the game, memorizing vocabulary and expressions, and practicing repeatedly until mastery. This active engagement highlights the role of gamification in improving both the students' speaking skills and their motivation to learn. Moreover, students were enthusiastic when prompted to use expressions of offering something within the context of the Wordwall game, responding loudly and actively. Although some students struggled with pronunciation or recalling specific expressions, they were still keen to interact with the Wordwall game, demonstrating their interest and enthusiasm for this learning method. Consequently, students appeared happy and enjoyed their learning experience with the Wordwall game. These findings align with research by Nur Afiqah and Ria Kamila, which noted that digital game media effectively enhances speaking skills by making students more active, happy, interested, and engaged in the learning process.[68]

Furthermore, students exhibited positive psychological outcomes from using Wordwall in class. They felt confident practicing speaking and

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[68]Umairoh and Agustina, "The Effectiveness of Wordwall Game in Teaching Speaking for Class Eighth".

using expressions of offering something through the game. This is corroborated by post-questionnaire results, which showed that 85.7% (18 students) felt confident while learning with the Wordwall game.[69] This confidence was evident during the first and second meetings of each cycle, where students readily used expressions of offering something while engaging with the game. These findings support the research of Alif Farhan, which highlighted that interactive game media positively impacts student self-confidence, enthusiasm, and enjoyment.[70]

The use of the Wordwall game as an interactive gamification strategy facilitates students' mastery of expressions for offering something by allowing them to engage directly with games that simulate real-life scenarios. According to the results of the post-test questionnaire, 100% (21 students) stated that the Wordwall game helped them think creatively when using these expressions. The game also provided students with a framework for generating ideas for using expressions in offering something, as they engaged in interactive scenarios that closely mirrored real situations. This finding aligns with previous research by Nina Inayati and Alimin Adi, which indicated that interactive game media positively influences students' ability to formulate expressions for real communication contexts.[71]

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[69] Appendix 6 (Students' Closed-Ended Questionnaire Result)
[70] Alif Farhan, *"The Role of Gamification in Students' Speaking Learning Activity,"* (Bogor English Student and Teacher (Best) 2019), 125-129.
[71] Inayati and Waloyo, "The Influence of Quizziz-Online Gamification on Learning Engagement and Outcomes in Online English Language Teaching".

Regarding students' speaking abilities, their vocabulary mastery has increase significantly. The students were able to memorize expressions related to offering something very well. Students learned this vocabulary through interactive exercises in the Wordwall game, which helps to strengthen their memory. To measure the extent which students had learned, the researcher presented various scenarios in the Wordwall game randomly. The use of Wordwall game as an interactive Gamification strategy enriches students' vocabulary mastery and makes it easier for them to learn there expressions of offering something. This is supported by the English teacher's response in the post interview which stated that "from not knowing to knowing", which means that students initially had very low vocabulary mastery, and after using Wordwall game, they were able to speak because they had achieved sufficient vocabulary mastery.[72] This statement support research findings by Ismail Karatekin that interactive game can improve students' vocabulary mastery for beginners in classroom.[73]

Furthermore, students' pronunciation has improved as they have had ample opportunities to practice speaking using expressions of offering something in the classroom. They benefited from receiving corrections and feedback from both the researcher and their peers. Through the Wordwall game, students had increased opportunities to respond and share their opinions within the scenarios provided. Their enthusiasm for pronouncing

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[72] Appendix 4 (English Teacher Post-interview Result)

[73] Ismail Karatekin, "*The Use of Gamification in Teaching Foreign Language Vocabulary for Beginners"* Undergraduate thesis, Republic of Turkey Cag University, 2019

the vocabulary they learned was evident as they actively engaged in practicing through the game. Clear pronunciation is essential in language learning, as it significantly enhances listener comprehension.[74] Consequently, students were very proactive in articulating the vocabulary, allowing others to understand their messages more effectively.

In addition, the use of the Wordwall game also enhanced students' understanding of grammar. This improvement is reflected in their speaking scores, particularly in the grammar aspect, where they successfully utilized expressions for offering help or something with correct grammatical structures. Students practiced these expressions while grasping the necessary grammatical rules for various situations. This was particularly noticeable when the researcher prompted them through the Wordwall game; students responded using accurate grammatical structures. They demonstrated not only vocabulary recall but also the ability to construct complete sentences that adhered to correct grammar. As a result, during speaking tests, students could effortlessly use expressions for offering help or something with appropriate grammatical formulations. Mastery of correct grammar is crucial for speaking English fluently and confidently, as it helps prevent errors that may render their speech awkward to native speakers.[75]

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[74] *"Using Good Pronunciation Helps Other Understand You More Quickly,"* ASC English, https://www.ascenglish.com/blog/2020/12/the-benefits-of-improving-your-pronunciation-when-learning-english -as-a-second-language/

[75] Mariawoodford. *"The Importance of English Grammar: When It Matters (And Three Rules You Can't Ignore)."* English Language and Culture Blog, June 4, 2022. https://www.fluentu.com/blog/english/englis-grammar-important/

However, the use of Wordwall game for increasing students' speaking skills have advantage and deficiency during process learning use Wordwall game, researcher find a number of advantage from its use, like make student become active in class, help student in use expression offer help or something because it involved direct in situation interactive, as well as increase interest student for train. Based on results questionnaire post action, 100% or 21 student motivated and feel that Wordwall game helps to improve their speaking skills.[76] This study support by Faisal Amri and Rahmawati, which states that advantage media game interactive is development aspect language, motivating student for more active, facilitate student in give response and opinion, as well as make student more easy understand, remember, and memorize vocabulary, so that avoid misunderstanding because student see situation regularly direct.[77]

Based on the explanation and discussion above, using Wordwall games to improve students' speaking skills has proven to be consistently successful. This is evident from the students' speaking scores, which have met the success criteria of this study. The Wordwall game, as an interactive gamification strategy, enhances students' speaking skills by helping them learn vocabulary and expressions related to offering help or something similar. In addition, students get the opportunity to practice using these expressions and correct their peers during the gameplay. This results in improvements in their pronunciation, comprehension, and

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[76] Appendix 6 (Students' Closed-Ended Questionnaire Result)
[77] Amri and Sukmaningrum, "Implementation of Wordwall as a Learning Media to Improve Students' Writing Skill".

grammar, as they regularly practice in the classroom. Moreover, the Wordwall game positively impacts students' psychological aspects, making them more interested, motivated, engaged, active, confident, and preventing them from feeling bored during lessons.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research, conducted through Classroom Action Research in two cycles with a total of four meetings, demonstrates that the use of the Wordwall game as an interactive gamification strategy significantly enhances the speaking skills of tenth-grade F students at MAN 2 Probolinggo. The findings indicate that utilizing gamification strategies leads to effective improvements in students' speaking abilities, as evidenced by the results of the pre-test, post-test 1, and post-test 2. These improvements are further supported by observations of student participation, as noted by the English teacher in the classroom.

The pre-test results revealed that 0% of students met the KKM (minimum passing standard) with a score of 70, yielding an average score of 46.09. However, following Cycle 1, the mean speaking score improved to 66.90, with 10 out of 21 students (47.61%) passing the KKM. Remarkably, Cycle 2 showed further improvement, achieving an average score of 86.66, where 19 out of 21 students (90.47%) met the KKM. Therefore, it can be concluded that the results of the post-test in Cycle 2 exceeded the success criteria established for this research.

Additionally, various aspects of speaking, including vocabulary, grammar, pronunciation, comprehension, and fluency, showed notable improvement after the implementation of the Wordwall game as an

interactive gamification strategy. Students demonstrated enhanced vocabulary acquisition and retention, particularly in expressing offers, highlighting the effectiveness of the Wordwall game in fostering their speaking skills. It was caused by the researcher gave each example in real situation of vocabulary learned in the classroom to strengthen students' memorization. Besides, the students' pronunciation also has improvement on their pronunciation because they pronounced the vocabulary repeatedly until they learned very well. Therefore, when students practiced expressing offering something, the pronunciation errors could be minimized as well. Moreover, the students' grammar understanding could be improved after utilizing Wordwall game especially modal verb. The students also could improve their fluency and comprehension by practicing the expression of offering something automatically. So, the students understand the words means and the speed of students' presentation the offering something expression was better than before utilizing Wordwall game in the classroom. Therefore, it can be concluded from those speaking aspect that the research finding showed students' speaking skill of tenth-grade F of MAN 2 Probolinggo has significant improvement through utilizing Wordwall game as an interactive Gamification strategy in the classroom.

B. **Suggestions**

After conducting this research, the researcher offers several recommendations that may be helpful for enhancing future learning strategies, as outlined below:

1. For the English Teacher

   The researcher strongly recommends that English teachers incorporate the Wordwall game as an interactive Gamification strategy, particularly for teaching English speaking skills. This strategy can effectively engage students, making the learning process more interesting, active, and enthusiastic. It also helps reduce feelings and shyness and fear that often accompany speaking practice. By utilizing and incorporating Wordwall game into the lesson, the students can improve their speaking skills in a fun and enjoyable environment at the classroom. This strategy also encourages students to actively participate and interact, which not only enhancing their speaking abilities but also making them more confident in using English both in the classroom and in real-life situations. By Wordwall game as an interactive Gamification strategy, students can practice speaking in relaxed setting, helping them to overcome their apprehensions and enjoy learning experience.

2. For Further Researchers

   The researcher hopes that this study serves as a valuable reference for educational experts and a beneficial example for future research on skills development. So, for further research might consider adopting this strategy in their own studies to further explore its effectiveness in different contexts or with different students groups. Moreover, it is suggested that further researchers investigate additional strategies for

teaching speaking skills. By exploring new approaches and integrating them with interactive tools like Wordwall game, researchers can contribute to the ongoing development of innovative methods to improve students' speaking abilities or other abilities. This research can serve as a reference point for these aiming to create engaging and effective learning environments that foster students' confidence and proficiency in speaking English.
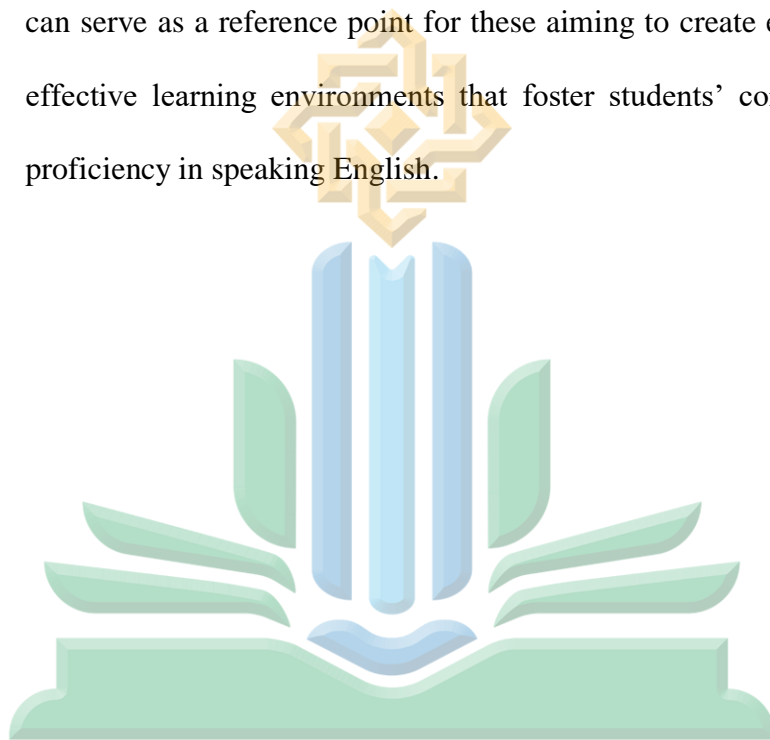
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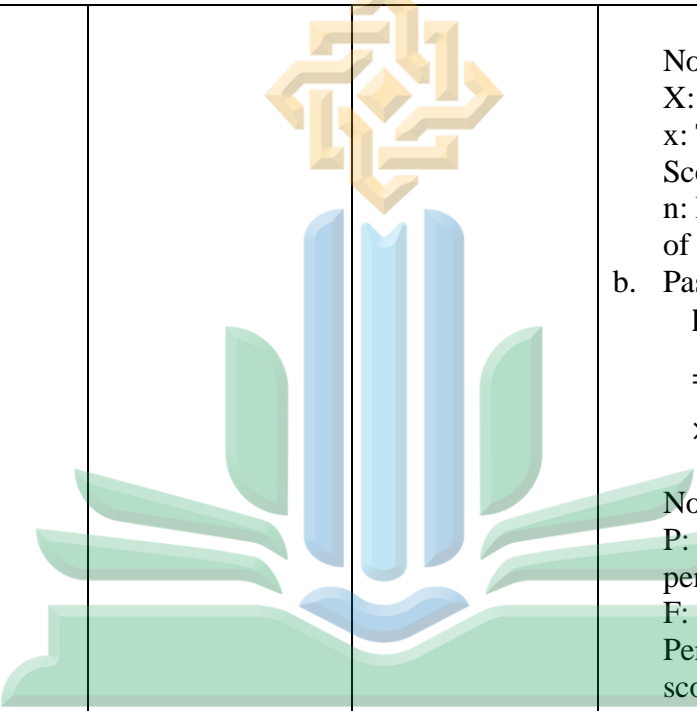
Appendix 1

MATRIX OF RESEARCH

TITLE	VARIABLES	SUB-VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION	HYPOTESIS
Utilizing an Interactive Gamification Strategy for Enhancing Students' Speaking Skill	1. Gamification 2. Speaking Skill	1. Wordwall Game 1. Grammar 2. Vocabulary 3. Fluency 4. Comprehension 5. Pronunciati	1. Points 2. Level 3. Challenges 1. Speaking assessment is adapted from Brown: 2004: a) Grammar b) Vocabular	1. Primary Data: Students' speaking test score 2. Secondary Data: a. Observation b. Interview c. Questionnaire d. Field Notes e. Document review	Research design Classroom Action Research (CAR) by Kemmis and McTaggart: 1. Planning of the action 2. Implementation of the action 3. Classroom observation and	How can Gamification in interactive strategy enhance students' speaking skill?	The utilization of Gamification strategy is an interactive strategy for enhancing students' speaking skill

		on	y c) Fluency d) Comprehe nsion e) Pronuncia tion	evaluation 4. Reflection of the action **A. Data collection:** 1. Speaking Test 2. Observation 3. Interview 4. Questionnai re 5. Field Notes **B. Data Analysis technique:** a. Average Score $X = \dfrac{\Sigma x}{n}$		

Notes:
X: Mean
x: Total Score
n: Number of students

b. Pass Score

$$P = \frac{F}{N} \times 100\%$$

Notes:
P: The class percentage
F: Total Percentage score
N: Number of Students

C. Validation of data: Content Validity

D. Criteria of
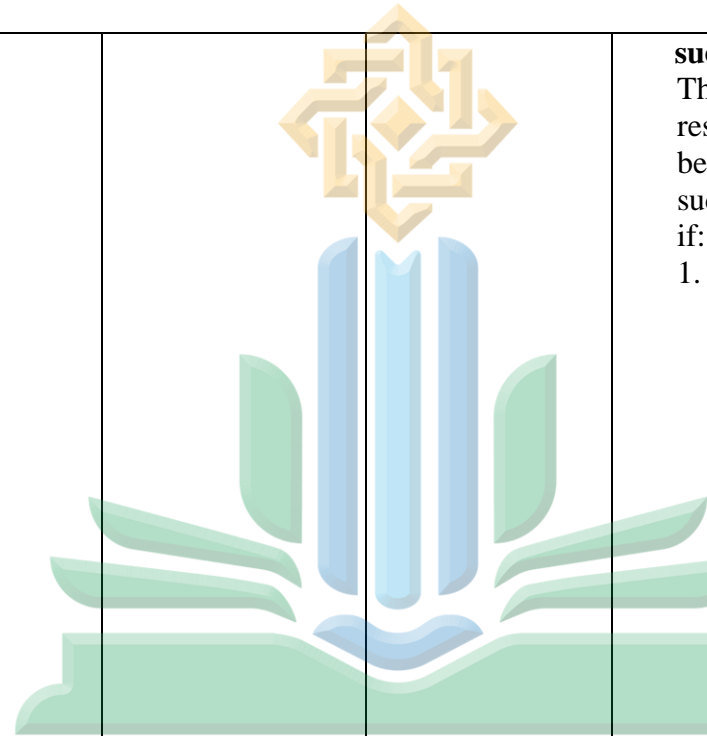
					success: This research will be successful if: 1. First, students' average achievement in speaking test is equal to higher than minimum score by the school that is 70. 2. Second, students' individual score is higher 20 scores from		

				previous test (pre-test).		
				3. Students reach either the minimum score 70 or 20 scores higher from pre-test are equal to or higher that 70% of the total students' in the research.		
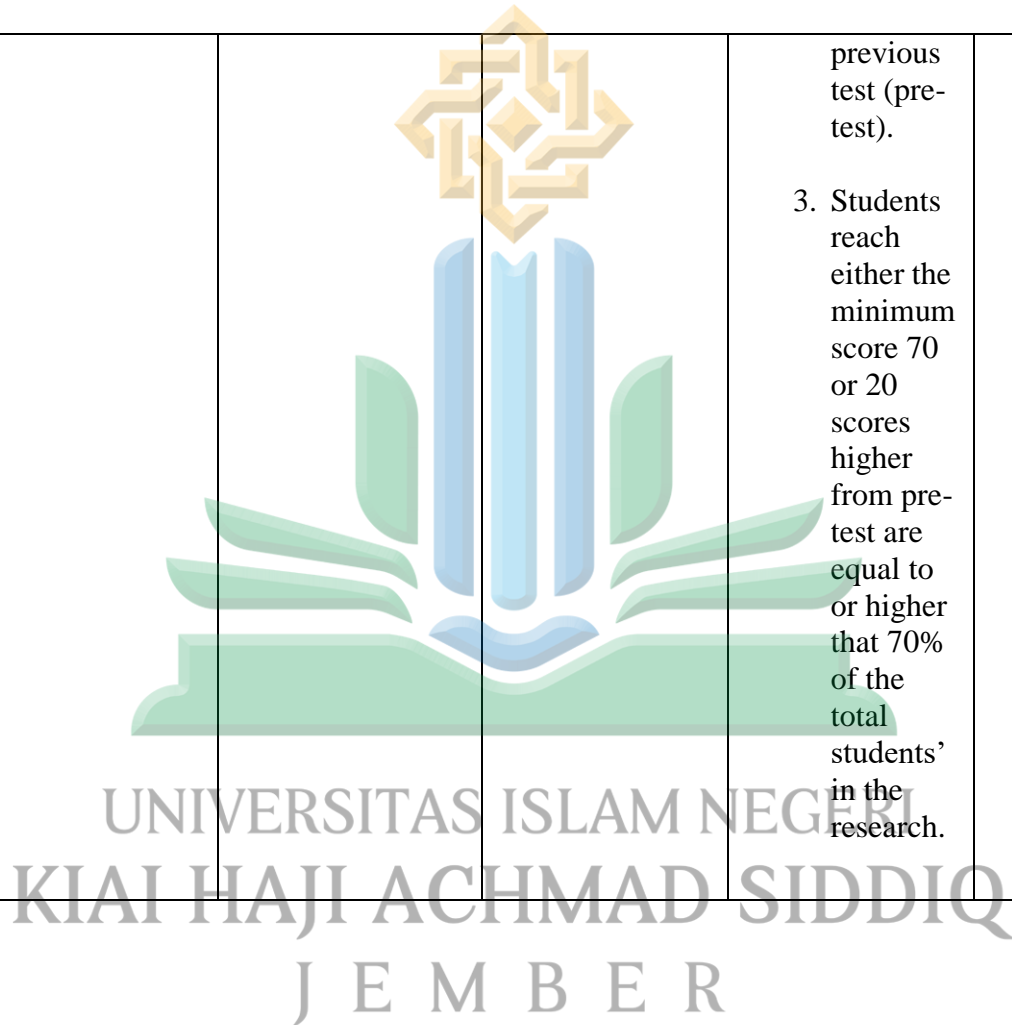
Appendix 2

CLASSROOM ACTION RESEARCH SCHEDULE

No.	Date	Activities	Time
1.	Thursday, March 7, 2024	Preliminary Study (Observation)	09.00 – 11.00
2.	Friday, March 8, 2024	Teachers' Pre-Interview	10.00 – 11.30
3.	Thursday, April 18, 2024	Students' Pre-Questionnaire	09.35 – 11.05
4.	Thursday, April 18, 2024	Pre-test	09.35 – 11.05
5.	Thursday, July 18, 2024	1st meeting (cycle 1)	07.00 – 08.30
6.	Thursday, July 25, 2024	2nd meeting (cycle 1)	07.00 – 08.30
7.	Friday, July 26, 2024	Post-test (cycle 1)	07.00 – 08.30
8.	Wednesday, July 31, 2024	1st meeting (cycle 2)	07.00 – 08.30
9.	Wednesday, August 7, 2024	2nd meeting (cycle 2)	07.00 – 08.30
10.	Wednesday, August 14, 2024	Post-test (cycle 2) and Students' Post-Questionnaire	07.00 – 08.30
11.	Thursday, August 15, 2024	Teacher Post-Interview	12.00 – 12.30

Appendix 3

The Result of The English Teacher's Pre-Interview before Classroom Action Research (CAR)

Interviewer   : Laila Maqfirotika

Interviewee   : Denny Natalina, S.Pd

Profession   : English Teacher

Day, Date   : Wednesday, March 8, 2024

Time   : 11.00 – 11.30

Place   : Teachers' Office

(R = Researcher, T = Teacher)

The Script of Pre-Interview with English Teacher

R   : Assalamua'laikum, good morning Mom Denny?

T   : Waalaikumsalam, good morning Miss Laila

R   : Thank you for the time that allow me to have interview with you Mom.

T   : It's no problem Miss.

R   : Before I do my research, I would like to ask questions related to teaching and learning process in MAN 2 Probolinggo. For 4 aspects of speaking, which one is the most difficult to be mastered by students?

T   : Actually students have difficulty in all aspects but the most difficulty that is faced by students is speaking, because English as foreign language and my students are the beginner of English.

R   : I see mom, so students have difficulty in speaking. What class that have big problem in speaking mom?

T   : Students who have difficulty in speaking exactly in X F, because that class is excellent but they have lower skill in speaking contrast with other classes. They face difficulty in speaking when they want to speak up they rarely silent and

shy. Because I think speaking is one of the higher levels of English competency than other skills.

R   : So, what are the weaknesses of students in studying English especially in learning speaking?

T   : Ok, when they pronounce the vocabulary, when they use the vocabulary to make sentence, they are confused and ask me to make it. In this school, there is a program for the language program namely Dwi Bahasa (Arabic and English). So, every week I give them 5 vocabularies to be memorized by them. But, maybe they just memorize without applying the vocab.

R   : Alright mom, when it was coming here the first time, the headmaster said that the school has already used digital learning, so what do you think about that? Is that useful for you in the teaching process?

T   : Yes, that's right miss. MAN 2 has already implemented digital-based learning to support kurikulum merdeka. I think that is good and useful for teaching, but I don't always use the digital in the classroom. Because, I feel that is complicated and confuse to focus on two tools in classroom maybe because I don't know how to implement it.

R   : What about the students' Minimum Criteria or KKM?

T   : The students' average score is under minimal mastery level criterion (KKM) mostly under 50

R   : What about the media for teaching mom, what are the methods that you have already used to improve students' speaking skill?

T   : I ever use media picture in class, if the strategy for teaching is collaborative learning strategy. I have one question miss for you, is Gamification same with game-based learning miss?

R   : Yes mam, Gamification and Game-based learning are similar, but Gamification refers to the use of a pedagogical system that was developed within gaming design and applies a few game elements. And Wordwall is included into one of the Gamification platforms that create more joyful learning situation. Do you ever know about Wordwall Gamification in teaching and learning process?

T   : No, I don't know about it. I have known from you. What is that? Is that website or application?

R   : This is a website mom, so this is a game that exist the voice over for speaker, I think this is very suitable for speaking activity mom. And also wordwall provide a competition for teacher to compete with other friends. So they will feel exited to achieve higher score.

T   : Wow, that's interesting miss. I never know before, how can you know that's game, that's very good miss. And I think that is suitable for the speaking activity. Please teach me next time how to use the game

R   : Alright mom.

Appendix 4

The Result of The English Teacher's Post-Interview after Classroom
Action Research (CAR)

Interviewer : Laila Maqfirotika

Interviewee : Denny Natalina, S.Pd

Profession : English Teacher

Day, Date : Thursday, August 15, 2024

Time : 12.00 – 12.30

Place : Teachers' Office

(R = Researcher, T = Teacher)

The Script of Post-Interview with English Teacher

R : Assalamua'laikum, good afternoon mam Mom Denny?

T : Waalaikumsalam, good morning Miss Laila

R : How are today mam? I hope you are in good condition

T : I am very fine miss, what about you?

R : I am fine mam. I would like to say big thanks to you mam for your guidance, feedback, your opinion for my thesis, and your comment. I have already done my research for my thesis mam, thank you so much.

T : You're welcome miss, good luck for your research.

R : Thank you mam. Here, I have some question after implementing Gamification in the classroom. What do you think about the use of Wordwall Gamification in classroom for improving students' speaking skill at Tenth Grade F students mam?

T : Well, as English teacher in Tenth Grade F, I got the newest method that can be used in teaching and learning process. I think that it is new experience for me to know Gamification from you miss and I can learn and know more about the benefit on TV Smart in this school. Because, before that I am seldom to use it so it is very effective and also efficient to teach students by using that tool in

explaining material especially material that had been explained by you (Offering Something)

R   : Do you feel that students feel interested and motivated learning using Wordwall Gamification mam?

T   : Well, I think it so miss. I asked my students about their experience in using Wordwall Gamification and they are really happy to learn with game because they said that "I can catch the material and I am not sleepy to learn with that so I can play while learning". So, when I asked them after they finished the classes, I asked them "what do you feel with Miss Laila's class by using the game and they said "it's very interesting to know and understand about the material, and it is very easy to catch the kinds of offering something, and it's really helpful mom because we can compete with another friends by Wordwall Gamification that is used by miss Laila".

R   : I am very happy to hear that mam, thank you so much. It can be seen for the result of pre-test that was really low, and the result of post-test shows significant improvement for students' speaking skill mam. What do you think about Wordwall Gamification for the teaching and learning process, is it unique and interactive strategy for improving students' speaking skill in the classroom mam?

T   : Absolutely yes miss, as I have already said before that it is very interactive strategy to make students happy in the learning process. Because form this experience, student know new more experiences and usually I said that "from not knowing to knowing.

R   : Okay, so do you want to try to use Wordwall Gamification for teaching and learning process mam?

T   : Yes miss, I want try to use Gamification in my class so I learn much from you how to use it, perhaps if I face difficulties in using Gamification probably I can chat you in WA if you are not busy hehe

R   : Of course mam, thank you so much for believe in me mam

T   : Thank you for that miss, I am really happy for you to conduct your research in this school, so that I can know new strategy for teaching and learning process. That's very good to hear, thank you so much miss
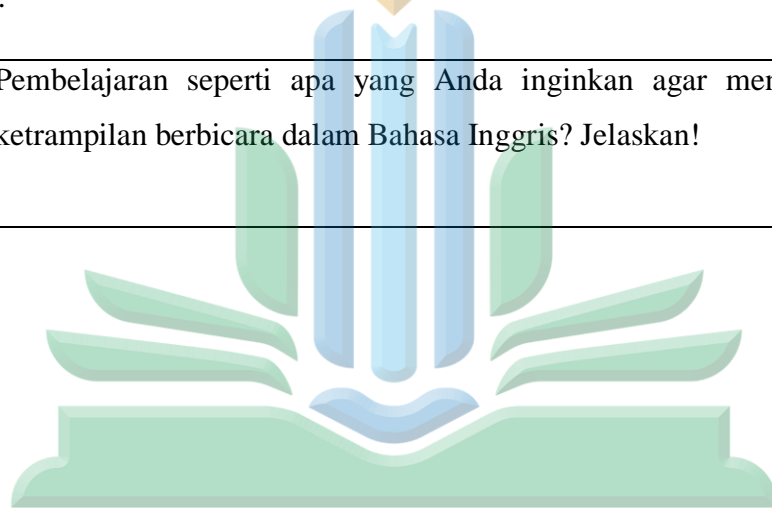
R   : You're welcome mam.

Appendix 5

Students' Open-Ended Questionnaire Result (Pre-Questionnaire)

Berikan penilaian Anda pada pernyataan berikut dengan memberikan tanda Checklist (√) pada kolom penelitian. Jawablah beberapa pernyataan dibawah ini dengan jujur berdasarkan pengalaman Anda belajar Bahasa Inggris.

Statements	Yes	No
1. Apakah Anda bisa berbicara menggunakan bahasa inggris?	0 student (0%)	21 students (100%)
2. Apakah Anda merasakan kesulitan untuk berbicara bahasa inggris?	16 students (76,2%)	5 students (23,8%)
3. Apakah anda malu untuk berbicara bahasa inggris	16 students (76,2%)	5 students (23,8%)
4. Apakah anda mengucapkan kosa kata dalam bahasa inggris dengan benar	2 students (9,6%)	19 students (90,4%)
5. Apakah anda menguasai banyak kosa kata dalam bahasa inggris	3 students (14,3%)	18 students (85,7%)
6. Apakah belajar bahasa inggris menyenangkan?	15 students (71,4%)	6 students (28,6%)
7. Apakah belajar bahasa inggris membosankan?	5 students (23,8%)	16 students (76,2%)
8. Apakah Anda mempraktekkan berbicara bahasa inggris di kelas?	9 students (42,8%)	12 students (57,2%)
9. Apakah Anda menyukai belajar bahasa inggris yang menyenangkan?	19 students (90,4%)	2 students (9,6%)

| 10. Apakah Anda menyukai belajar bahasa inggris menggunakan media pembelajaran?	18 students (85,7%)	3 students (14,3%)
11. Apakah Anda suka belajar bahasa inggris menggunakan game?	18 students (85,7%)	3 students (14,3%)
12. Apakah yang membuat Anda sulit untuk berbicara bahasa inggris? Jelaskan Answer:		
13. Pembelajaran seperti apa yang Anda inginkan agar meningkatkan ketrampilan berbicara dalam Bahasa Inggris? Jelaskan!		

Appendix 6

Students' Closed-Ended Questionnaire Result (Post-Questionnaire)

Berikan penilaian Anda pada pernyataan berikut dengan memberikan tanda Checklist (√) pada kolom penelitian. Jawablah beberapa pernyataan dibawah ini dengan jujur berdasarkan pengalaman belajar Bahasa Inggris.

No.	Statements	Yes	No
1.	Belajar berbicara bahasa inggris menggunakan Wordwall Game sangat menyenangkan	21 students (100%)	-
2.	Belajar berbicara bahasa inggris menggunakan Wordwall Game sangat membosankan	-	21 students (100%)
3.	Saya percaya diri (confident) belajar berbicara bahasa inggris menggunakan Wordwall Game	18 students (85,7%)	3 students (14,3%)
4.	Saya malu menggunakan Wordwall Game	2 students (9,6%)	19 students (90,4%)
5.	Saya selalu aktif dalam proses belajar menggunakan Wordwall Game	19 students (90,4%)	2 students (9,6%)
6.	Belajar berbicara bahasa inggris menggunakan Wordwall Game membuat saya kesulitan.	-	21 students (100%)
7.	Saya termotivasi untuk berbicara bahasa inggris menggunakan Wordwall Game	21 students (100%)	-

8.	Saya sangat terbantu menggunakan Wordwall Game untuk berbicara bahasa inggris.	19 students (90,4%)	2 students (9,6%)
9.	Wordwall Game membantu saya untuk berfikir terampil (creative)	21 students (100%)	-
10.	Belajar menggunakan Wordwall Game membuat saya mengantuk.	19 students (90,4%)	2 students (9,6%)
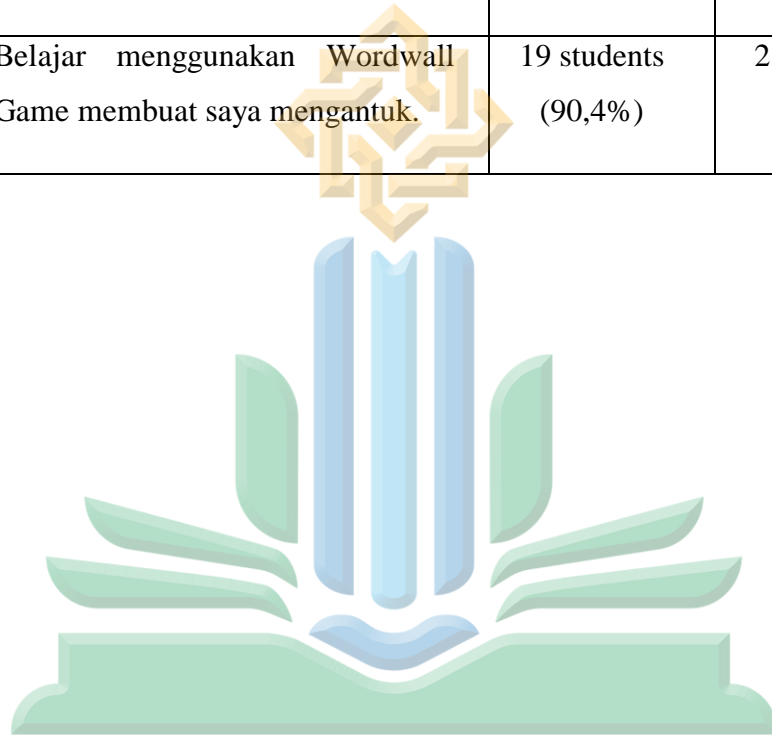
Appendix 7a

The Result of Teacher's Field Note

Observation Field notes using Wordwall Gamification in teaching and learning process.

Class : X F

Subject/ Topic : Expression of Offering Something

Cycle/ Meeting : 1/ 1st meeting

Day/ Date : Thursday, July 18, 2024

Time : 07.00 – 08.30

Researcher : Laila Maqfirotika

Descriptive Notes	Reflective Notes
- The researcher explains the material about offering something - The researcher gives the example how to offer, respond, and decline something. - The students are active in responding the researcher instruction to mention the kind of offering something utterances - The researcher instructed the students to mention vocabulary phrases usage that usually be used in offering something - The students mentioned the researcher's instruction such as do you need help? can I ask for your food?	- Design the material very well including to the vocabularies and the grammar used of the utterances in offering something - Give a real example for students in order they can be easier to understand the material well - Give basic vocabularies for the next meeting - Give the example how to pronounce each word of sentences, then order the students to repeat what the researcher pronounced - Drill those vocabularies until the students memorized very well - Introduce the grammatical usage using the vocabularies to make students easier in understanding the material

Appendix 7b

The Result of Teacher's Field Note

       Observation Field notes using Wordwall Gamification in teaching and learning process.

Class   : X F

Subject/ Topic   : Expression of Offering Something

Cycle/ Meeting   : 1/ 2nd meeting

Day/ Date   : Thursday, July 25, 2024

Time   : 07.00 – 08.30

Researcher   : Laila Maqfirotika

Descriptive Notes	Reflective Notes
- The researcher explained the material how to use wordwall game very well - The researcher organized the students in good way - The students really excited using wordwall in the class - The students are really loud in pronouncing the vocabulary phrases together in class - The students are really active in the classroom by using wordwall - The students are active to compete with other friends in the quiz provided by the researcher	- The researcher needs to review the material before ended the class to avoid forgetting the material learned - Don't need to instruct the students to come forward because it spend the time in the class - Show the rank of the students score in the projector or smart tv - Give real example for students in making the expression.

Appendix 7c

The Result of Teacher's Field Note

Observation Field notes using Wordwall Gamification in teaching and learning process.

Class   : X F

Subject/ Topic   : Expression of Offering Something

Cycle/ Meeting   : 2/ 1ˢᵗ meeting

Day/ Date   : Wednesday, July 31, 2024

Time   : 07.00 – 08.30

Researcher   : Laila Maqfirotika

Descriptive Notes	Reflective Notes
- The researcher redeliver the material very well - The researcher explains the grammar very simple that makes students easier to understand - The students mentioned the kinds of offering something very good - The students memorized the vocabulary phrases very fast - The students are active in playing the wordwall and they have good score - The students are competing with other friend to achieve high score or rank from the wordwall game - The researcher did teachers' reflective notes in the previous meeting	- The researcher need to guide the students in playing the game

Appendix 7d

The Result of Teacher's Field Note

Observation Field notes using Wordwall Gamification in teaching and learning process.

Class   : X F

Subject/ Topic   : Expression of Offering Something

Cycle/ Meeting : 2/ 2nd meeting

Day/ Date   : Wednesday, August 7, 2024

Time   : 07.00 – 08.30

Researcher   : Laila Maqfirotika

Descriptive Notes	Reflective Notes
- The class management is managed by the researcher very well and structured - The researcher followed the teachers' instruction or feedback in every meeting - The researcher did every teachers' reflective notes in the previous meeting	- There is no comment - Greet job and develop it

Appendix 8a

Teacher's Observation Sheet

Class   : X F

Subject/ Topic   : Offering Something

Cycle/ Meeting   : 1/ 1st meeting

Day/ Date   : Thursday, July 18, 2024

Time   : 07.00 – 08.30

Researcher   : Laila Maqfirotika

Please give a check list (√) based on your observation below:

Activities Observed in Teaching and Learning	Do?		Grade			
	Yes	No	1	2	3	4
A. Opening						
1. The researcher does apperception.	√				√	
2. The researcher gives motivation to the students.	√				√	
3. The researcher gives brainstorming	√				√	
4. The researcher explains the purpose of study.	√				√	
B. Whilst teaching (Implementing)						
1. The researcher explains the material that is offering something	√				√	
2. The researcher gives common vocabulary related to offering something	√				√	
3. The researcher guides the students to pronounce and memorize the vocabulary	√				√	
4. The researcher explains grammatical form used in offering something	√				√	
5. The researcher gives the example of offering something through Wordwall	√				√	

game	√				
6. The researcher motivates students to practice their speaking using Wordwall game	√				√	
7. The researcher stimulates with some questions to encourage students to practice their speaking.	√				√	
C. Closing						
1. The researcher gives conclusion based on the material learned (Offering Something)	√				√	
2. The researcher asks students' understanding.	√					√
3. The researcher gives students' motivation.	√				√	
4. The researcher informs the material for the next meeting	√				√	

Students' Observation Sheet

Students' Participation in teaching and learning process	Grade			
	1	2	3	4
1. Students practice what researcher instructs to them.			√	
2. The students are active in the classroom.			√	
3. Students ask question to researcher to deep their understanding.		√		
4. The students are motivated to practice using Wordwall game.			√	
5. The students are confident to practice their speaking using Wordwall game.		√		

			√	
6. The students use Wordwall game as well.			√	
7. Wordwall game stimulates students' imagination and creativity			√	
8. Wordwall game helps students to offer something			√	

Appendix 8b

Teacher's Observation Sheet

Class   : X F

Subject/ Topic : Offering Something

Cycle/ Meeting : 1/ 2nd meeting

Day/ Date   : Thursday, July 25, 2024

Time   : 07.00 – 08.30

Researcher   : Laila Maqfirotika

Please give a check list (√) based on your observation below:

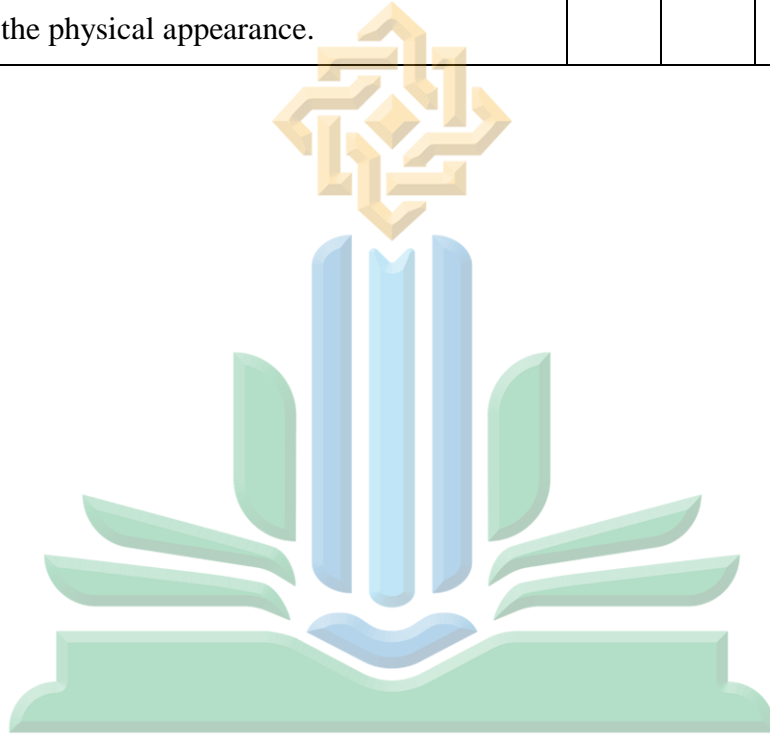| Activities Observed in Teaching and Learning	Do?		Grade			
	Yes	No	1	2	3	4
A. Opening						
1. The researcher does apperception.	√				√	
2. The researcher gives motivation to the students.	√					√
3. The researcher gives brainstorming	√				√	
4. The researcher explains the purpose of study.	√					√
B. Whilst teaching (Implementing)						
1. The researcher explains the material that is offering something	√				√	
2. The researcher gives common vocabulary related to offering something	√					√
3. The researcher guides the students to pronounce and memorize the vocabulary	√					√
4. The researcher explains grammatical form used in offering something	√				√	
5. The researcher gives the example of	√					√

offering something through Wordwall game						
6. The researcher motivates students to practice their speaking using Wordwall game	√					√
7. The researcher stimulates with some questions to encourage students to practice their speaking.	√				√	
C. Closing						
1. The researcher gives conclusion based on the material learned (Offering Something)	√				√	
2. The researcher asks students' understanding.	√					√
3. The researcher gives students' motivation.	√				√	
4. The researcher informs the material for the next meeting	√					√

Students' Observation Sheet

Students' Participation in teaching and learning process	Grade			
	1	2	3	4
1. Students practice what researcher instructs to them.			√	
2. The students are active in the classroom.			√	
3. Students ask question to researcher to deep their understanding.			√	
4. The students are motivated to practice using Wordwall game.			√	
5. The students are confident to practice their			√	

speaking using Wordwall game.				
6. The students use Wordwall game as well.			√	
7. Wordwall game stimulates students' imagination and creativity			√	
8. Wordwall game helps students to describe the physical appearance.			√	

Appendix 8c

Teacher's Observation Sheet

Class   : X F

Subject/ Topic   : Offering Something

Cycle/ Meeting   : 2/ 1ˢᵗ meeting

Day/ Date   : Wednesday, July 31, 2024

Time   : 07.00 – 08.30

Researcher   : Laila Maqfirotika

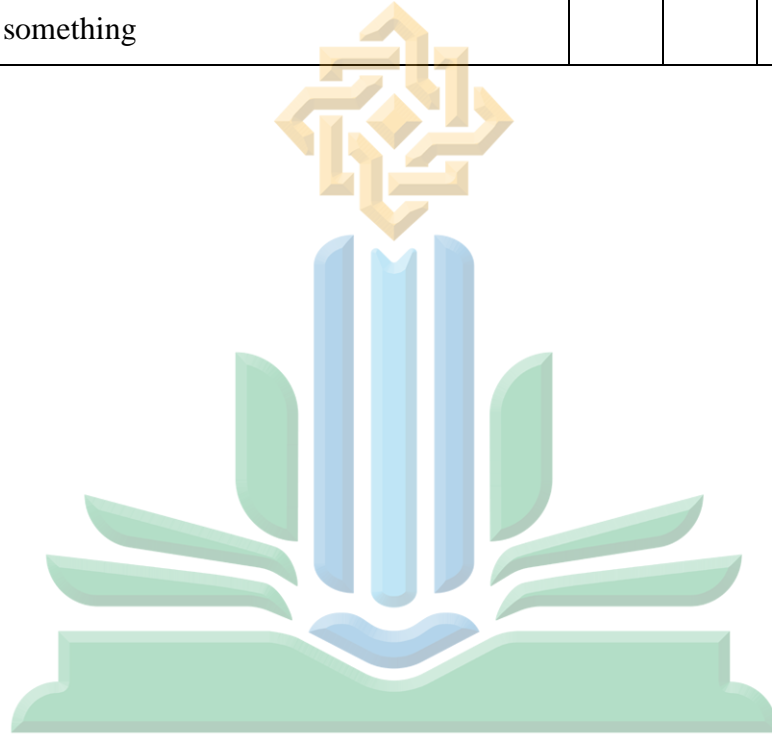Please give a check list (√) based on your observation below:

Activities Observed in Teaching and Learning	Do?		Grade			
	Yes	No	1	2	3	4
A. Opening						
1. The researcher does apperception.	√				√	
2. The researcher gives motivation to the students.	√					√
3. The researcher gives brainstorming	√				√	
4. The researcher explains the purpose of study.	√					√
B. Whilst teaching (Implementing)						
1. The researcher explains the material that is offering something	√				√	
2. The researcher gives common vocabulary related to offering something	√					√
3. The researcher guides the students to pronounce and memorize the vocabulary	√					√
4. The researcher explains grammatical form used in offering something	√				√	
5. The researcher gives the example of	√					√

offering something through Wordwall game						
6. The researcher motivates students to practice their speaking using Wordwall game	√					√
7. The researcher stimulates with some questions to encourage students to practice their speaking.	√				√	
C. Closing						
1. The researcher gives conclusion based on the material learned (Offering Something)	√					√
2. The researcher asks students' understanding.	√				√	
3. The researcher gives students' motivation.	√				√	
4. The researcher informs the material for the next meeting	√					√

Students' Observation Sheet

Students' Participation in teaching and learning process	Grade			
	1	2	3	4
1. Students practice what researcher instructs to them.			√	
2. The students are active in the classroom.				√
3. Students ask question to researcher to deep their understanding.		√		
4. The students are motivated to practice using Wordwall game.				√
5. The students are confident to practice their				√

				√	
speaking using Wordwall game.					
6. The students use Wordwall game as well.				√	
7. Wordwall game stimulates students' imagination and creativity				√	
8. Wordwall game helps students to offer something				√	

Appendix 8d

Teacher's Observation Sheet

Class   : X F

Subject/ Topic   : Offering Something

Cycle/ Meeting   : 2/ 2nd meeting

Day/ Date   : Wednesday, August 7, 2024

Time   : 07.00 – 08.30

Researcher   : Laila Maqfirotika

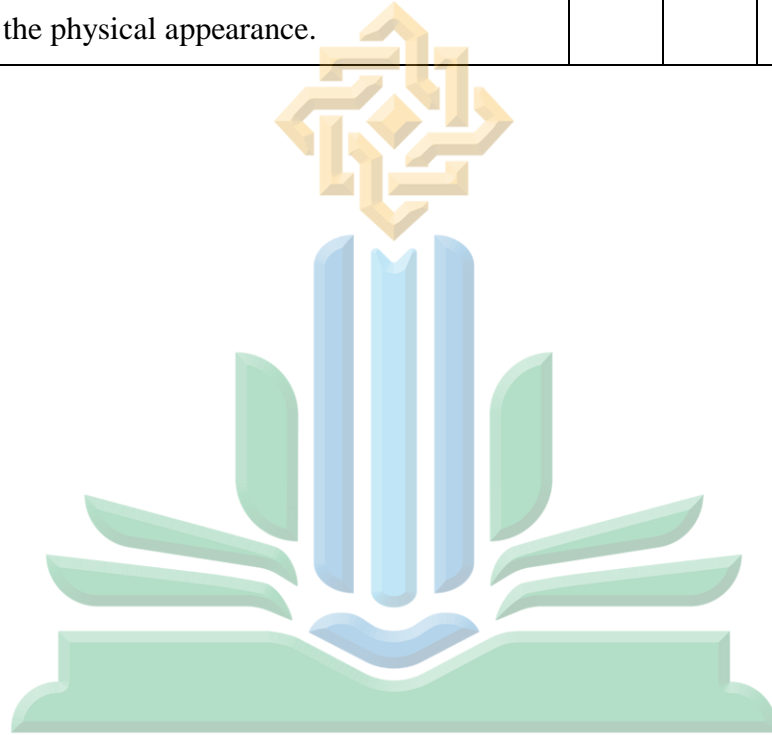Please give a check list (√) based on your observation below:

Activities Observed in Teaching and Learning	Do?		Grade			
	Yes	No	1	2	3	4
A. Opening						
1. The researcher does apperception.	√					√
2. The researcher gives motivation to the students.	√					√
3. The researcher gives brainstorming	√				√	
4. The researcher explains the purpose of study.	√					√
B. Whilst teaching (Implementing)						
1. The researcher explains the material that is offering something	√					√
2. The researcher gives common vocabulary related to offering something	√					√
3. The researcher guides the students to pronounce and memorize the vocabulary	√					√
4. The researcher explains grammatical form used in offering something	√				√	
5. The researcher gives the example of	√					√

offering something through Wordwall game						
6. The researcher motivates students to practice their speaking using Wordwall game	√					√
7. The researcher stimulates with some questions to encourage students to practice their speaking.	√				√	
C. Closing						
1. The researcher gives conclusion based on the material learned (Offering Something)	√					√
2. The researcher asks students' understanding.	√					√
3. The researcher gives students' motivation.	√				√	
4. The researcher informs the material for the next meeting	√					√

Students' Observation Sheet

Students' Participation in teaching and learning process	Grade			
	1	2	3	4
1. Students practice what researcher instructs to them.				√
2. The students are active in the classroom.				√
3. Students ask question to researcher to deep their understanding.			√	
4. The students are motivated to practice using Wordwall game.				√
5. The students are confident to practice their				√

	speaking using Wordwall game.				
6.	The students use Wordwall game as well.				√
7.	Wordwall game stimulates students' imagination and creativity				√
8.	Wordwall game helps students to describe the physical appearance.				√

Appendix 9

Speaking' Scoring Rubric

No.	Aspect of Speaking	Criteria	Score
1.	Grammar	Excellent: Equivalent to that of an educated native speaker.	V
		Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	IV
		Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy.	III
		Average to poor: Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar.	II
		Poor to very poor: Speaker can be understood by native speaker, even errors in grammar are frequently spoken.	I
2	Vocabulary	Excellent: Presentation on all levels is fully accepted by educated native speakers in its entire feature including breadth of vocabulary and idioms, colloquialisms, and cultural references.	V
		Very good to good: Speaker has a high degree of precision of vocabulary.	IV
		Good to average: Speaking vocabulary is broad enough that speaker rarely has to grope for a word.	III

		Average to poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	II
		Poor to very poor: Speaker has inadequate speaking vocabulary to express anything but the most elementary needs.	I
3	Comprehension	Excellent: Equivalent to that of an educated native speaker.	V
		Very good to good: Speaker can understand any presentation within the range of speaker's experience.	IV
		Good to average: Speaker's comprehension is quite complete at a normal rate of presentation.	III
		Average to poor: Speaker can get the gist of most presentation of easy topics (topics that require no specialized knowledge).	II
		Poor to very poor: Speaker can understand simple questions and statements if it delivers with slowed speech, repetition, or paraphrase.	I
4.	Fluency	Excellent: Presentation on all professional and general topics as smooth and effortless as a native speaker's.	V
		Very good to good: Presentation is smooth and effortless, but perceptively non-native in speed and evenness.	IV

		Good to average: Presentation is occasionally hesitant. Speaker rarely has to grope for words.	III
		Average to poor: Presentation is frequently hesitant and jerky; some sentences may be left uncompleted.	II
		Poor to very poor: Presentation is halting, very slow, and fragmentary that presentation is probably impossible.	I
5.	Pronunciation	Excellent: Native pronunciation, with no trace of foreign accent.	V
		Very good to good: Errors in pronunciation are quite rare.	IV
		Good to average: Errors never appear with understanding. Accent may be obviously foreign.	III
		Average to poor: Accent of the speaker is intelligible though often quite faulty.	II
		Poor to very poor: Errors in pronunciation are frequent but speaker can be understood by a native speaker.	I

Appendix 10

Students' Speaking Score Result in Preliminary Study

Students' Name	Speaking Aspects					Score	Passed
	Gra	Voc	Com	Flu	Pro		
Student 1	2	3	2	2	2	44	X
Student 2	2	2	2	2	3	44	X
Student 3	2	3	2	2	3	48	X
Student 4	1	2	3	2	2	44	X
Student 5	2	2	3	2	3	48	X
Student 6	2	2	2	2	2	40	X
Student 7	1	2	3	2	2	40	X
Student 8	2	3	2	3	3	52	X
Student 9	2	2	2	2	3	44	X
Student 10	2	3	3	3	2	52	X
Student 11	1	2	3	2	2	40	X
Student 12	2	2	2	2	3	44	X
Student 13	2	2	2	3	2	44	X
Student 14	2	2	2	2	3	44	X
Student 15	2	3	3	2	3	52	X
Student 16	2	3	4	3	2	56	X
Student 17	2	3	2	3	2	48	X
Student 18	2	2	3	2	2	44	X
Student 19	2	2	4	3	2	52	X
Student 20	2	3	2	1	2	40	X
Student 21	2	2	3	3	2	48	X
The total score	39	43	54	49	50	968	

➢ The average of students' mean score

$$M = \frac{\sum x}{n}$$

$$M = \frac{968}{21}$$

$$M = 46,09$$

Notes:

M = The average score

Σx = Total score

n = number of students

➢ The percentage of students who passed the KKM:

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{0}{21} \text{ X } 100\%$$

$$P = 0\%$$
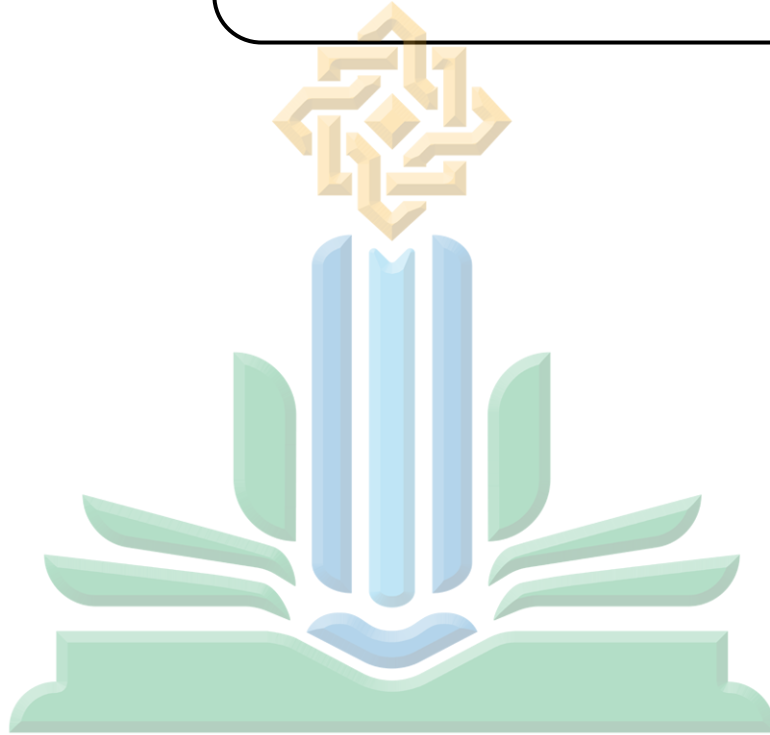
Notes:

P = The class percentage

F = Total percentage score

N = Number of students

Appendix 10b

Students' Speaking Description in Preliminary Study

Students' Name	Speaking Aspects				
	Gra	Voc	Com	Flu	Pro
Student 1	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows a lack of understanding of instructions and situations given.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.
Student 2	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student's vocabulary is broad enough and rarely has to grope for a word.	Student shows a lack of understanding of instructions and situations given.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 3	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows a lack of understanding of instructions and situations given.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
	Student's errors in	Student's vocabulary	Student shows	Student's speaking	Student's

Student 4	grammar are frequently spoken or student used grammatical is very poor.	is broad enough and rarely has to grope for a word.	quite complete at normal rate of presentation.	fluency is still low, with many pauses and hesitations when speaking.	pronunciation is still far from perfect. The student is often pronounced quite faulty.
Student 5	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student's vocabulary is broad enough and rarely has to grope for a word.	Student shows quite complete at normal rate of presentation.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 6	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student's vocabulary is broad enough and rarely has to grope for a word.	Student shows a lack of understanding of instructions and situations given.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.
Student 7	Student's errors in grammar are frequently spoken or student used grammatical is very poor.	Student's vocabulary is broad enough and rarely has to grope for a word.	Student shows quite complete at normal rate of presentation.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.

Student 8	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows a lack of understanding of instructions and situations given.	Student's presentation is occasionally hesitant.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 9	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student's vocabulary is broad enough and rarely has to grope for a word.	Student shows a lack of understanding of instructions and situations given.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 10	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows quite complete at normal rate of presentation.	Student's presentation is occasionally hesitant.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.
Student 11	Student's errors in grammar are frequently spoken or student used grammatical is very poor.	Student's vocabulary is broad enough and rarely has to grope for a word.	Student shows quite complete at normal rate of presentation.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.

Student 12	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student's vocabulary is broad enough and rarely has to grope for a word.	Student shows a lack of understanding of instructions and situations given.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 13	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student's vocabulary is broad enough and rarely has to grope for a word.	Student shows a lack of understanding of instructions and situations given.	Student's presentation is occasionally hesitant.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.
Student 14	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student's vocabulary is broad enough and rarely has to grope for a word.	Student shows a lack of understanding of instructions and situations given.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 15	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows quite complete at normal rate of presentation.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.

Student 16	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student is able to use basic understanding that is relevant to the context of offering something.	Student can understand the presentation within the range of student's experience.	Student's presentation is occasionally hesitant.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.
Student 17	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows a lack of understanding of instructions and situations given.	Student's presentation is occasionally hesitant.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.
Student 18	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student's vocabulary is broad enough and rarely has to grope for a word.	Student can understand the presentation within the range of student's experience.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.
Student 19	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student's vocabulary is broad enough and rarely has to grope for a word.	Student can understand the presentation within the range of student's experience.	Student's presentation is occasionally hesitant.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.

Student 20	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows a lack of understanding of instructions and situations given.	Student shows very slow presentation.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.
Student 21	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student's vocabulary is broad enough and rarely has to grope for a word.	Student can understand the presentation within the range of student's experience.	Student's presentation is occasionally hesitant.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.

Appendix 11a

Students' Speaking Score Result in Post-Test (Cycle 1)

Students' Name	Speaking Aspects					Score	Passed
	Gra	Voc	Com	Flu	Pro		
Student 1	3	4	3	3	2	60	X
Student 2	3	4	4	4	3	72	√
Student 3	3	4	4	3	4	72	√
Student 4	3	3	4	3	4	68	X
Student 5	2	4	3	3	2	56	X
Student 6	4	4	4	4	3	76	√
Student 7	3	4	3	2	3	60	X
Student 8	4	4	4	4	3	76	√
Student 9	2	3	4	3	3	60	X
Student 10	4	4	3	3	4	72	√
Student 11	4	4	4	4	4	80	√
Student 12	3	4	3	2	2	56	X
Student 13	3	3	2	2	3	52	X
Student 14	3	3	3	3	3	60	X
Student 15	4	4	3	3	4	72	√
Student 16	4	3	4	4	4	76	√
Student 17	3	3	4	4	4	72	√
Student 18	4	3	3	3	2	60	X
Student 19	4	3	4	4	3	72	√
Student 20	3	3	3	4	3	64	X
Student 21	3	3	4	3	3	64	X
The total score	67	72	73	68	66	1400	

➢ The average of students' mean score

$$M = \frac{\sum x}{n}$$

$$M = \frac{1400}{21}$$

$$M = 66,66$$

Notes:

M = The average score

Σx = Total score

n = number of students

➢ The percentage of students who passed the KKM:

$$P = \frac{F}{N} \text{ X } 100\%$$

$$P = \frac{10}{21} \text{ X } 100\%$$

$$P = 47,61\%$$

Notes:

P = The class percentage

F = Total percentage score

N = Number of students

Appendix 11b

Students' Speaking Description in Post-Test (Cycle 1)

Students' Name	Speaking Aspects				
	Gra	Voc	Com	Flu	Pro
Student 1	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows quite complete at normal rate of presentation.	Student's presentation is occasionally hesitant.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.
Student 2	Student used modal verbs are good. Student is able to speak offering something expressions with sufficient accuracy.	Student is able to use vocabulary in a high degree of precision.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 3	Student used modal verbs are good. Student is able to speak offering something expressions with sufficient accuracy.	Student is able to use vocabulary in a high degree of precision.	Student can understand the presentation within the range of student's experience.	Student's presentation is occasionally hesitant.	Student shows quite errors pronunciation.
	Student often used	Student's vocabulary	Student can	Student's	Student shows

Student 4	modal verbs incorrectly and do not follow correct grammatical rules.	is broad enough and rarely has to grope for a word.	understand the presentation within the range of student's experience.	presentation is occasionally hesitant.	quite errors pronunciation.
Student 5	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student is able to use vocabulary in a high degree of precision.	Student shows quite complete at normal rate of presentation.	Student's presentation is occasionally hesitant.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.
Student 6	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use vocabulary in a high degree of precision.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 7	Student used modal verbs are good. Student is able to speak offering something expressions with sufficient accuracy.	Student is able to use vocabulary in a high degree of precision.	Student shows quite complete at normal rate of presentation.	Student's speaking fluency is still low, with many pauses and hesitations when speaking.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.

Student 8	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use vocabulary in a high degree of precision.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 9	Student often used modal verbs incorrectly and do not follow correct grammatical rules.	Student is able to use basic understanding that is relevant to the context of offering something.	Student can understand the presentation within the range of student's experience.	Student's presentation is occasionally hesitant.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 10	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use vocabulary in a high degree of precision.	Student shows quite complete at normal rate of presentation.	Student's presentation is occasionally hesitant.	Student shows quite errors pronunciation.
Student 11	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use vocabulary in a high degree of precision.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student shows quite errors pronunciation.
Student 12	Student used modal verbs are good. Student is able to	Student is able to use vocabulary in a high degree of precision.	Student shows quite complete at normal rate of	Student's speaking fluency is still low, with many pauses	Student's pronunciation is still far from

	speak offering something expressions with sufficient accuracy.		presentation.	and hesitations when speaking.	perfect. The student is often pronounced quite faulty.
Student 13	Student used modal verbs are good. Student is able to speak offering something expressions with sufficient accuracy.	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows a lack of understanding of instructions and situations given.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 14	Student used modal verbs are good. Student is able to speak offering something expressions with sufficient accuracy.	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows quite complete at normal rate of presentation.	Student's presentation is occasionally hesitant.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 15	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use vocabulary in a high degree of precision.	Student shows quite complete at normal rate of presentation.	Student's presentation is occasionally hesitant.	Student shows quite errors pronunciation.
Student 16	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use basic understanding that is relevant to the context of offering something.	Student can understand the presentation within the range of student's	Student shows effortless presentation but perceptively non-native in speed and	Student shows quite errors pronunciation.

			experience.	evenness.	
Student 17	Student used modal verbs are good. Student is able to speak offering something expressions with sufficient accuracy.	Student is able to use basic understanding that is relevant to the context of offering something.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student shows quite errors pronunciation.
Student 18	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows quite complete at normal rate of presentation.	Student's presentation is occasionally hesitant.	Student's pronunciation is still far from perfect. The student is often pronounced quite faulty.
Student 19	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use basic understanding that is relevant to the context of offering something.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 20	Student used modal verbs are good. Student is able to speak offering something	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows quite complete at normal rate of presentation.	Student shows effortless presentation but perceptively non-native in speed and	Student's pronunciation is obviously foreign enough. Student rarely appear

	expressions with sufficient accuracy.			evenness.	errors with understanding.
Student 21	Student used modal verbs are good. Student is able to speak offering something expressions with sufficient accuracy.	Student is able to use basic understanding that is relevant to the context of offering something.	Student can understand the presentation within the range of student's experience.	Student's presentation is occasionally hesitant.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
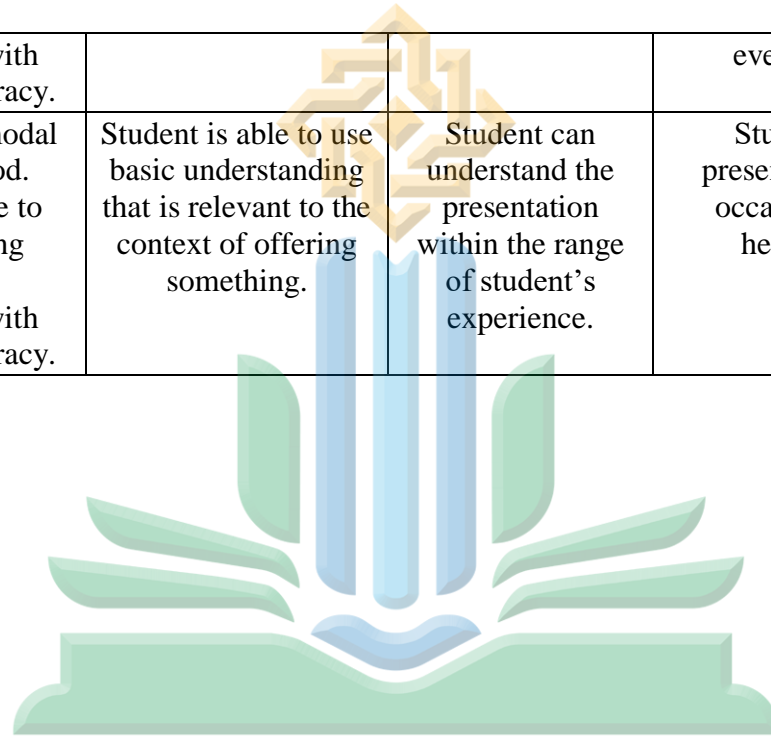
Appendix 11c

Students' Speaking Score Result in Post-Test (Cycle 2)

Students' Name	Speaking Aspects					Score	Passed
	Gra	Voc	Com	Flu	Pro		
Student 1	4	5	4	4	5	88	√
Student 2	4	5	5	5	4	92	√
Student 3	4	4	4	4	4	80	√
Student 4	4	4	5	4	5	88	√
Student 5	4	4	3	3	3	68	X
Student 6	4	5	4	4	4	92	√
Student 7	5	5	4	4	4	88	√
Student 8	5	4	5	5	4	92	√
Student 9	4	4	5	5	4	88	√
Student 10	4	4	4	4	4	80	√
Student 11	4	5	4	4	4	84	√
Student 12	5	5	4	4	5	92	√
Student 13	3	3	3	4	4	68	X
Student 14	5	4	5	4	4	88	√
Student 15	4	4	4	4	4	80	√
Student 16	5	5	5	5	4	96	√
Student 17	5	5	4	5	4	92	√
Student 18	5	5	4	5	4	92	√
Student 19	5	5	4	5	4	92	√
Student 20	5	5	4	5	5	96	√
Student 21	5	4	4	4	4	84	√
The total score	93	89	88	86	87	1820	

➢ The average of students' mean score

$$M = \frac{\sum x}{n}$$

$$M = \frac{1820}{21}$$

$$M = 86,66$$

Notes:

M = The average score

Σx = Total score

n = number of students

➢ The percentage of students who passed the KKM:

$$P = \frac{F}{N} \textbf{ X 100\%}$$

$$P = \frac{19}{21} \text{ X } 100\%$$

$$P = 90,47\%$$

Notes:

P = The class percentage

F = Total percentage score

N = Number of students

Appendix 11d

Students' Speaking Description in Post-Test (Cycle 2)

Students' Name	Speaking Aspects				
	Gra	Voc	Com	Flu	Pro
Student 1	Student's used modal verbs are quite rare or the language used is accurately.	Student's vocabulary is fully accepted by educated native speakers in its entire feature.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student's pronunciation is good with no trace of foreign accent.
Student 2	Student's used modal verbs are quite rare or the language used is accurately.	Student's vocabulary is fully accepted by educated native speakers in its entire feature.	Student's understand the topic very well	Student shows smooth presentation as native a good naïve speaker.	Student shows quite errors pronunciation.
Student 3	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use vocabulary in a high degree of precision.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student shows quite errors pronunciation.
Student 4	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use vocabulary in a high degree of precision.	Student's understand the topic very well	Student shows effortless presentation but perceptively non-	Student's pronunciation is good with no trace of foreign accent.

				native in speed and evenness.	
Student 5	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use vocabulary in a high degree of precision.	Student shows quite complete at normal rate of presentation.	Student's presentation is occasionally hesitant.	Student's pronunciation is obviously foreign enough. Student rarely appear errors with understanding.
Student 6	Student's used modal verbs are quite rare or the language used is accurately.	Student's vocabulary is fully accepted by educated native speakers in its entire feature.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student shows quite errors pronunciation.
Student 7	Student's language grammar is excellent	Student's vocabulary is fully accepted by educated native speakers in its entire feature.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student shows quite errors pronunciation.
Student 8	Student's language grammar is excellent	Student is able to use vocabulary in a high degree of precision.	Student's understand the topic very well	Student shows smooth presentation as native a good naïve speaker.	Student shows quite errors pronunciation.
	Student's used modal	Student is able to use	Student's	Student shows	Student shows

Student 9	verbs are quite rare or the language used is accurately.	vocabulary in a high degree of precision.	understand the topic very well	smooth presentation as native a good naïve speaker.	quite errors pronunciation.
Student 10	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use vocabulary in a high degree of precision.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student shows quite errors pronunciation.
Student 11	Student's used modal verbs are quite rare or the language used is accurately.	Student's vocabulary is fully accepted by educated native speakers in its entire feature.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student shows quite errors pronunciation.
Student 12	Student's language grammar is excellent	Student's vocabulary is fully accepted by educated native speakers in its entire feature.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student's pronunciation is good with no trace of foreign accent.
Student 13	Student used modal verbs are good. Student is able to speak offering something expressions with	Student is able to use basic understanding that is relevant to the context of offering something.	Student shows quite complete at normal rate of presentation	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student shows quite errors pronunciation.

			sufficient accuracy.		
Student 14	Student's language grammar is excellent	Student is able to use vocabulary in a high degree of precision.	Student's understand the topic very well	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student shows quite errors pronunciation.
Student 15	Student's used modal verbs are quite rare or the language used is accurately.	Student is able to use vocabulary in a high degree of precision.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student shows quite errors pronunciation.
Student 16	Student's language grammar is excellent.	Student's vocabulary is fully accepted by educated native speakers in its entire feature.	Student understand the topic very well.	Student shows smooth presentation as native a good naïve speaker.	Student shows quite errors pronunciation.
Student 17	Student's language grammar is excellent	Student's vocabulary is fully accepted by educated native speakers in its entire feature.	Student can understand the presentation within the range of student's experience.	Student shows smooth presentation as native a good naïve speaker.	Student shows quite errors pronunciation.
	Student's language grammar is excellent.	Student's vocabulary is fully accepted by	Student can understand the	Student shows smooth	Student shows quite errors

Student 18		educated native speakers in its entire feature.	presentation within the range of student's experience.	presentation as native a good naïve speaker.	pronunciation.
Student 19	Student's language grammar is excellent.	Student's vocabulary is fully accepted by educated native speakers in its entire feature.	Student can understand the presentation within the range of student's experience.	Student shows smooth presentation as native a good naïve speaker.	Student shows quite errors pronunciation.
Student 20	Student's language grammar is excellent	Student's vocabulary is fully accepted by educated native speakers in its entire feature.	Student can understand the presentation within the range of student's experience.	Student shows smooth presentation as native a good naïve speaker.	Student's pronunciation is good with no trace of foreign accent.
Student 21	Student's language grammar is excellent	Student is able to use vocabulary in a high degree of precision.	Student can understand the presentation within the range of student's experience.	Student shows effortless presentation but perceptively non-native in speed and evenness.	Student shows quite errors pronunciation.

Appendix 12a

<table>
<tr><td colspan="2" align="center">**MODUL AJAR BAHASA INGGRIS**
SMA/MA (KELAS X)
KURIKULUM MERDEKA
FASE E- CYCLE 1</td></tr>
<tr><td colspan="2" align="center">**INFORMASI UMUM**</td></tr>
</table>

A. IDENTITAS MODUL

Nama sekolah	**: MAN 2 Probolinggo**
Mata Pelajaran	**: Bahasa Inggris**
Kelas	**: X/ Sepuluh**
Tahun Pelajaran	**: 2023/2024**
Tema	**: Offering Something**
Total Alokasi Waktu	**: 4 x 45 Menit (2 Pertemuan)**

B. KOMPONEN UTAMA

1. **Capaian Pembelajaran – Elemen Capaian**

Menyimak – Berbicara

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan . Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topic yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa

tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

2. Tujuan Pembelajaran :

KOMPONEN	DESKRIPSI
TUJUAN PEMBELAJARAN	1. Peserta didik mampu menyebutkan kosa kata yang digunakan dalam offering something sesuai dengan struktur teks dan unsur kebahasaan secara mandiri. 2. Peserta didik mampu mempraktekan monolog/dialog berisi penawaran jasa/bantuan di hadapan kelas dengan bahasa sendiri sesuai konteks yang diberikan.
PERTANYAAN PEMANTIK	A friend is tired to climb, what will you say to him?

C. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yag maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

D. SARANA DAN PRASARANA

1. Buku Teks
2. Laptop
3. Akses Internet
4. Speaker dan audio
5. Proyektor/Smart TV

E. MODEL PEMBELAJARAN

Model pembelajaran dengan menggunakan *Scientific Approach*

F. KEGIATAN PEMBELAJARAN

PERTEMUAN PERTAMA

Kegiatan Awal (10 Menit)	1. Guru menyiapkan pembelajaran dengan memberikan salam dan menyapa peserta didik serta berdo'a bersama
	2. Guru memeriksa kehadiran peserta didik
	3. Guru menstimulasi peserta didik dengan pertanyaan gambar menggunakan wordwall game
	4. Memberikan pertanyaan pemantik berdasarkan gambar:
	- *A friend is tired to climb, what will you say to him?*
	5. Guru menyimpulkan dan merespon pertanyaan serta menyampaikan cakupan materi dan penjelasan uraian kegiatanpembelajaran.
	6. Guru menjelaskan latihan-latihan dan tugas yang akan didapatkan peserta didik dalam pembelajaran.
Kegiatan Inti (60 Menit)	1. **Mengamati**
	- Peserta didik mengamati penjelasan guru mengenai topik penawaran jasa/bantuan (offering something) meliputi definition, generic structure, dan language features
	2. **Menanya**
	- Peserta didik diberi penjelasan tentang materi

		penawaranjasa/bantuan lisan.
		- Guru menanyakan materi mengenai penawaran jasa/bantuan kepada peserta didik
		- Guru memberikan arahan kepada peserta didik agar mampu mengucapkan penawaran jasa/bantuan kepada orang lain
		- Guru menjawab pertanyaan peserta didik yang bertanya dan menjelaskannya
		3. Mengeksplorasi
		- Guru memberikan contoh cara mengucapkan atau mempraktekan teks penawaran jasa/bantuan (offering something)
		4. Mengasosiasi
		- Peserta didik bersama guru mencoba mengucapkan dan mempraktekan jenis teks ungkapan penawaran jasa/bantuan secara lisan dengan menggunakan wordwall game yang telah disediakan
		5. Mengkomunikasikan
		- Peserta didik secara individu mencoba memainkan game boxes wordwall di dalam kelas
Kegiatan Penutup (10 Menit)		1. Guru memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
		2. Guru bersama peserta didik merefleksikan pengalaman belajar dan memberikan motivasi terkait pembelajaran hari ini.

	3. Guru menutup pembelajaran dengan berdoa bersama dan salam.

PERTEMUAN KEDUA

Kegiatan Awal (10 Menit)	1. Guru menyiapkan pembelajaran dengan memberikan salam dan menyapa peserta didik serta berdo'a bersama 2. Guru memeriksa kehadiran peserta didik 3. Guru menstimulasi peserta didik dengan pertanyaan gambar menggunakan wordwall game. 4. Guru mengumpulkan respon dan menyimpulkan jawabannya serta menyampakian tujuan pembelajaran. 5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan pesrta didik mengenai tugas dan latihan dalam pembelajaran
Kegiatan Inti (60 Menit)	1. **Mengamati** - Peserta didik mengamati kosa-kata yang diberikan oleh guru menggunakan wordwall platform - Peserta didik mengamati guru menjelaskan materi mengenai Responding to Offer (Accepting and Declining Offer) 2. **Menanya** ➢ Guru menyampaikan maateri mengenai Responding to Offer (Accepting and Declining Offer) kepada peserta didik ➢ Guru menanyakan kosa-kata yang tidak diketahui

		oleh peserta didik
		➤ Guru memberikan arahan kepada peserta didik agar mampu menjawab beberapa kosa-kata tersebut.
		3. Mengeksplorasi
		➤ Guru menunjukan contoh ungkapan dari Responding to Offer kepada peserta didik dengan menggunakan wordwall yang ditampilkan di TV Smart
		➤ Peserta didik mampu memberikan contoh ungkapan dari Responding to Offer
		➤ Peserta didik bersama guru mencoba untuk melafakan dan menghafalkan beberapa kosata kata yang diberikan oleh guru
		4. Mengasosiasi
		➤ Peserta didik bersama guru mencoba mengucapkan dan mempraktekan ungkapan Responding to Offer yang sudah dipelajari menggunakan wordwall yang ditampilkan di TV Smart secara lisan
		➤ Peserta didik berkompetisi untuk bermain wordwall game dengan menjawab quiz yang telah disediakan
		5. Mengkomunikasikan
		➤ Peserta didik secara individu mencoba memainkan game yang telah disedikan oleh guru dengan menggunkan wordwall di depan kelas.
Kegiatan Penutup (10		*1.* Guru memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very*

Menit)		*good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
		2. Guru bersama peserta didik merefleksikan pengalaman belajar dan memberikan motivasi terkait pembelajaran hari ini.
		3. Guru menutup pembelajaran dengan berdoa bersama dan salam.

G. ASSESMENT/ PENILAIAN

- **Penilaian Keterampilan**

    Penilaian keterampilan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes lisan

- **Pembelajaran Remidial dan Pengayaan**

    Rencana pemberian bimbingan secara khusus yaitu dengan cara perorangan, kelompok, maupun klasikal. Dalam pengayaan, secara mandiri siswa belajar contoh teks offering something dan menentukan macam-macamnya.

Students' Speaking Scoring Rubric

No.	Aspect of Speaking	Criteria	Score
1.	Grammar	Excellent: Equivalent to that of an educated native speaker.	V
		Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	IV
		Good to average: Control of	III

		grammar is good. Speaker is able to speak the language with sufficient structural accuracy.	
		Average to poor: Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar.	II
		Poor to very poor: Speaker can be understood by native speaker, even errors in grammar are frequently spoken.	I
2	Vocabulary	Excellent: Presentation on all levels is fully accepted by educated native speakers in its entire feature including breadth of vocabulary and idioms, colloquialisms, and cultural references.	V
		Very good to good: Speaker has a high degree of precision of vocabulary.	IV
		Good to average: Speaking vocabulary is broad enough that speaker rarely has to grope for a word.	III
		Average to poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	II
		Poor to very poor: Speaker has	I

		inadequate speaking vocabulary to express anything but the most elementary needs.	
3	Comprehension	Excellent: Equivalent to that of an educated native speaker.	V
		Very good to good: Speaker can understand any presentation within the range of speaker's experience.	IV
		Good to average: Speaker's comprehension is quite complete at a normal rate of presentation.	III
		Average to poor: Speaker can get the gist of most presentation of easy topics (topics that require no specialized knowledge).	II
		Poor to very poor: Speaker can understand simple questions and statements if it delivers with slowed speech, repetition, or paraphrase.	I
4.	Fluency	Excellent: Presentation on all professional and general topics as smooth and effortless as a native speaker's.	V
		Very good to good: Presentation is smooth and effortless, but perceptively non-native in speed and evenness.	IV
		Good to average: Presentation is	III

		occasionally hesitant. Speaker rarely has to grope for words.	
		Average to poor: Presentation is frequently hesitant and jerky; some sentences may be left uncompleted.	II
		Poor to very poor: Presentation is halting, very slow, and fragmentary that presentation is probably impossible.	I
5.	Pronunciation	Excellent: Native pronunciation, with no trace of foreign accent.	V
		Very good to good: Errors in pronunciation are quite rare.	IV
		Good to average: Errors never appear with understanding. Accent may be obviously foreign.	III
		Average to poor: Accent of the speaker is intelligible though often quite faulty.	II
		Poor to very poor: Errors in pronunciation are frequent but speaker can be understood by a native speaker.	I

Offering Something

Offering Something is one type of expression that use when want to offer something to other people. Another definition Offer is giving an offer both physical and abstract to someone as a gift or trade, etc. In this material we can find out how to offer something in English and also how to accept or reject an offer. We can use the following expressions in various situations, the host offers something to guest or when in the office wants to offer something to coworkers. Social function is to facilitate interpersonal communication between several different people.

Untuk perincian lebih lanjut, mari kita lihat beberapa Mengekspresikan Penawaran Untuk Seseorang. Hal pertama adalah bagaimana melakukan penawaran. Dalam mengajukan penawaran, ada beberapa kata spesifik yang pasti digunakan.

Expression
When making offers, we often use the following expressions. (Saat mengajukan penawaran, kami sering menggunakan ungkapan berikut)
May I ...?
Can I ...?
Shall I ...?
Would you ...?
How about I ...?

The following are examples of sentences and responses from Offers :

Example of Offers
May I give you a hand?
Can I help you?
Shall I bring you some tea?
Would you like another piece of cake?

How about I help you with this?
Can I clean the car for you?
Shall I help yiy with your homework?
I will do the washing, if you like.

Responding to Offers		
Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I bring you some tea?	Thank you, it is very kind of you.	No, thankyou.
Would you like another helping of cake?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.
How about I help you with this?	Yes, please. That would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

Below is the sentence structure used to offer or help:

Modal Verb	Subject	Object
Would	You	Care for another cup of tea?
Shall	We	Take you there?
Could	I	Offer you something?
Will	You	Have tea with that?

Following is an example of the Offers dialog:

Raisya :	Hello, Jane.
Jane :	Hi, Raisya.
Raisya :	You look tired. What is going on?

Jane   :   I am working on my project paper. It is due tomorrow. I don't think i will be able to finish it.

Raisya :	Would you like any help?
Jane :	Yes, please. I would really appreciate it.
Raisya :	Tell me what I can do and I will start right away.
Jane :	Thank you! You are an angel.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Students' Tasks

Meeting 1

0:06 — ✓0 — like some help Would you ? — 1 of 15

0:14 — ✓0 — you, that Perhaps could with assist I ? — 2 of 15

0:25 — ✓0 — I you assistance offer May ? — 3 of 15

0:50 — ✓0 — you Let me help ? — 4 of 15

1:00 — 5 moves for bonus — ✓0 — you assist way some I in Could ? — 5 of 15

1:23 — ✓0 — the for letter type you Shall I ? — 6 of 15

1:38 — ✓0 — kind thanks you lot a How of — 7 of 15

2:01 — ✓0 — great, Yes that would be — 8 of 15

kind | so | thank | you | be | , | That | would

I | . | what | need | Thanks | That's | just

it | , | I | but | Thank | myself | di | can

it | handle | , | myself | okay | It's | I'll

I'll | , | soon | thanks | alright | be | No

it's | okay | thanks | , | No

I | , | want | . | another | No | helping | don't | thanks
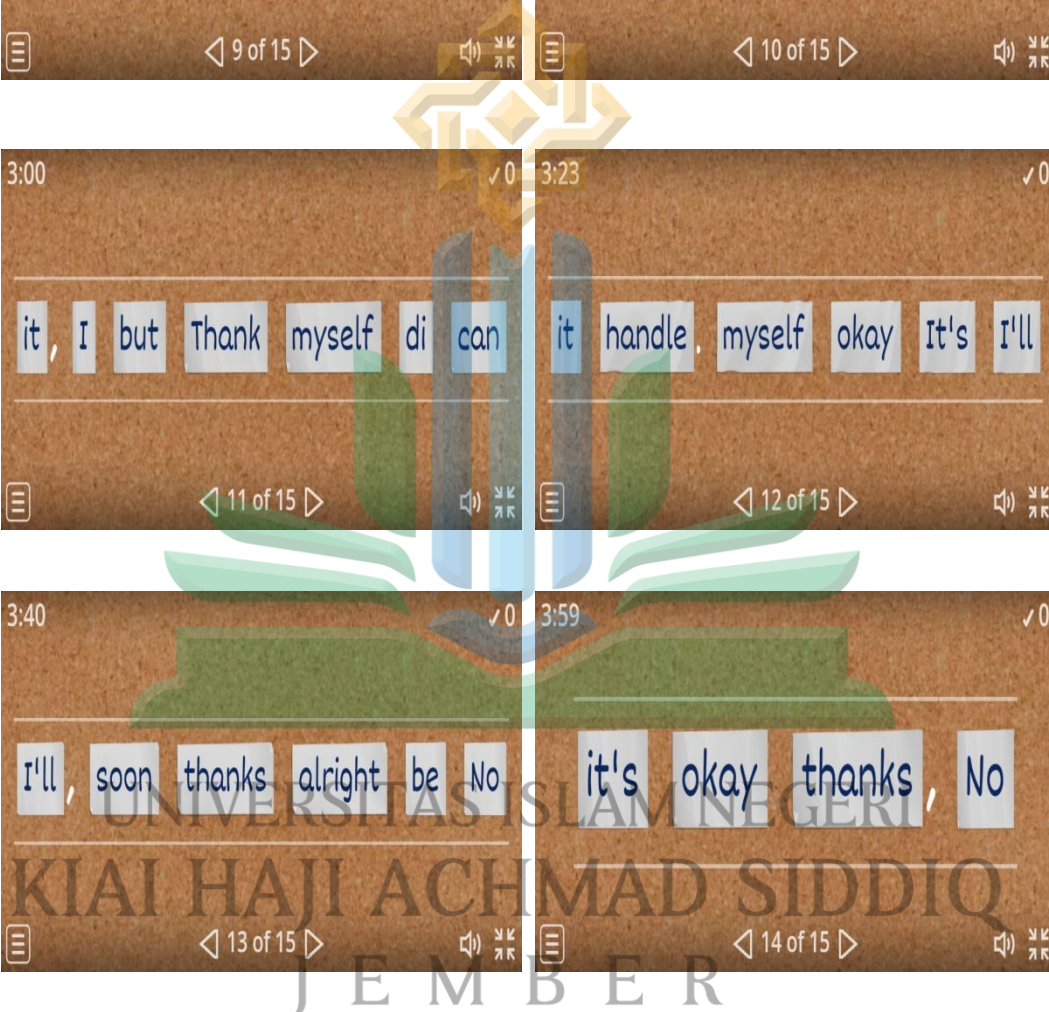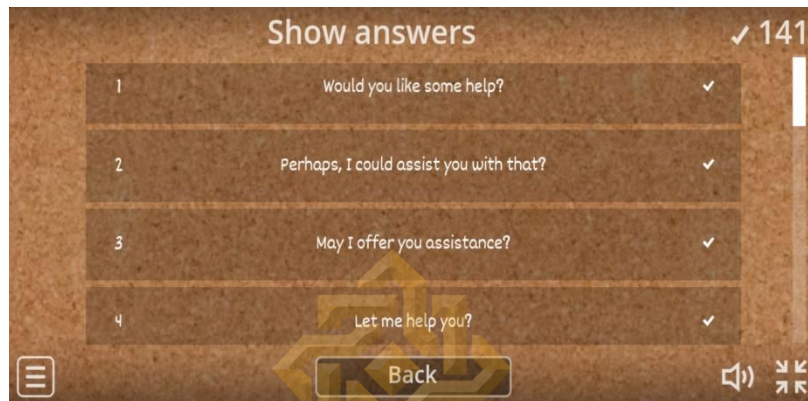
Key Answer

Show answers — ✓ 141

1	Would you like some help?	✓
2	Perhaps, I could assist you with that?	✓
3	May I offer you assistance?	✓
4	Let me help you?	✓

Back

Show answers — ✓ 141

5	Could I assist you in some way?	✓
6	Shall I type the letter for you?	✓
7	How kind of you thanks a lot	✓
8	Yes, that would be great	✓

Back

Show answers — ✓ 141

9	That would be so kind, thank you	✓
10	Thanks. That's just what I need	✓
11	Thank, but I can di it myself	✓
12	It's okay. I'll handle it myself	✓

Back

Show answers — ✓ 141

12	It's okay. I'll handle it myself	✓
13	No, thanks I'll be alright soon	✓
14	No it's okay, thanks	✓
15	No, thanks. I don't want another helping	✓

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Students' Tasks

Meeting 2

Key Answer

1. Would you like me to help you with your new project?

2. That would be great. Do you want to help with the designing or the mapping part?

3. I am good at graphic design. I prefer doing the designing part.

4. Excellent! You'll be working alone on that part. Is it ok for you?

5. It's OK, but I will ask others for some suggestions.

6. We will have the first meeting next Friday. Could you join us?

7. Sure. I'm free on Friday.

8. Please send me your personal data before the meeting so I can look at it.

9. I can send it to you soon.

10. Alright. I look forward to working with you. Enjoy your week.

Appendix 12b

<table>
<tr><td colspan="2" align="center">**MODUL AJAR BAHASA INGGRIS**
SMA/MA (KELAS X)
KURIKULUM MERDEKA
FASE E- CYCLE 2</td></tr>
<tr><td colspan="2" align="center">**INFORMASI UMUM**</td></tr>
</table>

A. IDENTITAS MODUL

Nama sekolah	: MAN 2 Probolinggo
Mata Pelajaran	: Bahasa Inggris
Kelas	: X/ Sepuluh
Tahun Pelajaran	: 2023/2024
Tema	: Offering Something
Total Alokasi Waktu	: 4 x 45 Menit (2 Pertemuan)

B. KOMPONEN UTAMA

1. Capaian Pembelajaran – Elemen Capaian

Menyimak – Berbicara

Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan . Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topic yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka

menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks.

2. Tujuan Pembelajaran :

KOMPONEN	DESKRIPSI
TUJUAN PEMBELAJARAN	1. Peserta didik mampu menyebutkan kosa kata yang digunakan dalam offering something sesuai dengan struktur teks dan unsur kebahasaan secara mandiri. 2. Peserta didik mampu mempraktekan monolog/dialog berisi penawaran jasa/bantuan di hadapan kelas dengan bahasa sendiri sesuai konteks yang diberikan.
PERTANYAAN PEMANTIK	If your friend drops their book, how do you offer to help them?

C. PROFIL PELAJAR PANCASILA

Beriman, bertakwa kepada Tuhan yag maha Esa, bergotong royong, bernalar kritis, kreatif, inovatif, mandiri, berkebhinekaan global

D. SARANA DAN PRASARANA

1. Buku Teks
2. Laptop
3. Akses Internet
4. Speaker dan audio
5. Proyektor/Smart TV

E. MODEL PEMBELAJARAN

Model pembelajaran dengan menggunakan *Scientific Approach*

PERTEMUAN PERTAMA

Kegiatan Awal (10 Menit)	1. Guru menyiapkan pembelajaran dengan memberikan salam dan menyapa peserta didik serta berdo'a bersama 2. Guru memeriksa kehadiran peserta didik 3. Guru menstimulasi peserta didik dengan pertanyaan gambar menggunakan wordwall game 4. Memberikan pertanyaan pemantik berdasarkan gambar: - *If your friend drops their book, how do you offer to help them?* 5. Guru menyimpulkan dan merespon pertanyaan serta menyampaikan cakupan materi dan penjelasan uraian kegiatanpembelajaran. 6. Guru menjelaskan latihan-latihan dan tugas yang akan didapatkan peserta didik dalam pembelajaran.
Kegiatan Inti (60 Menit)	**1. Mengamati** ➢ Guru memberikan penjelasan dengan menggunakan mix language (English and

Indonesia)

➢ Peserta didik mengamati penjelasan guru mengenai topik penawaran jasa/bantuan (offering something) meliputi definition, generic structure, dan language features

➢ Guru memberikan contoh nyata mengenai ungkapan penawaran jasa/bantuan yang ada di lingkungan sekolah

2. **Menanya**

➢ Peserta didik diberi penjelasan tentang materi penawaranjasa/bantuan lisan.

➢ Guru menanyakan materi mengenai penawaran jasa/bantuan sesuai dengan pemahaman peserta didik

➢ Guru memberikan arahan kepada peserta didik agar mampu mengucapkan contoh penawaran jasa/bantuan kepada teman sebaya di sekolah

➢ Guru menjawab pertanyaan peserta didik yang bertanya dan menjelaskannya

3. **Mengeksplorasi**

➢ Guru memberikan contoh cara mengucapkan atau mempraktekan teks penawaran jasa/bantuan (offering something) dengan tema penawaran jasa/bantuan di sekolah

5. **Mengasosiasi**

- Peserta didik bersama guru mencoba mengucapkan dan mempraktekan jenis teks ungkapan penawaran jasa/bantuan secara lisan dengan menggunakan wordwall game yang telah

		disediakan dengan tema penawaran jasa/bantuan di sekolah
		6. Mengkomunikasikan
		- Peserta didik secara individu mencoba memainkan game boxes wordwall di dalam kelas
Kegiatan Penutup (10 Menit)		1. Guru memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
		2. Guru bersama peserta didik merefleksikan pengalaman belajar dan memberikan motivasi terkait pembelajaran hari ini.
		3. Guru menutup pembelajaran dengan berdoa bersama dan salam.

PERTEMUAN KEDUA

Kegiatan Awal (10 Menit)		1. Guru menyiapkan pembelajaran dengan memberikan salam dan menyapa peserta didik serta berdo'a bersama
		2. Guru memeriksa kehadiran peserta didik
		3. Guru menstimulasi peserta didik dengan pertanyaan gambar menggunakan wordwall game.
		4. Guru mengumpulkan respon dan menyimpulkan jawabannya serta menyampaikan tujuan pembelajaran.
		5. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan

		pesrta didik mengenai tugas dan latihan dalam pembelajaran
Kegiatan Inti (60 Menit)		**1. Mengamati** - Peserta didik mengamati kosa-kata sehari-sehari yang terjadi di sekolah yang diberikan oleh guru menggunakan wordwall platform - Peserta didik mengamati guru menjelaskan materi mengenai Responding to Offer at School (Accepting and Declining Offer) **2. Menanya** ➢ Guru menyampaikan maateri mengenai Responding to Offer at School (Accepting and Declining Offer) kepada peserta didik ➢ Guru menanyakan kosa-kata yang tidak diketahui oleh peserta didik ➢ Guru memberikan arahan kepada peserta didik agar mampu menjawab beberapa kosa-kata tersebut. **3. Mengeksplorasi** ➢ Guru menunjukan contoh ungkapan dari Responding to Offer at School kepada peserta didik dengan menggunakan wordwall yang ditampilkan di TV Smart ➢ Peserta didik mampu memberikan contoh ungkapan dari Responding to Offer at School ➢ Peserta didik bersama guru mencoba untuk melafakan dan menghafalkan beberapa kosata kata yang diberikan oleh guru

		4. **Mengasosiasi**
		➢ Peserta didik bersama guru mencoba mengucapkan dan mempraktekan ungkapan Responding to Offer at School yang sudah dipelajari menggunakan wordwall yang ditampilkan di TV Smart secara lisan
		5. **Mengkomunikasikan**
		➢ Peserta didik secara individu mencoba memainkan game yang telah disedikan oleh guru dengan menggunkan wordwall di depan kelas.
Kegiatan Penutup (10 Menit)		1. Guru memberikan umpan balik terhadap proses pembelajaran: *Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?*
		2. Guru bersama peserta didik merefleksikan pengalaman belajar dan memberikan motivasi terkait pembelajaran hari ini.
		3. Guru menutup pembelajaran dengan berdoa bersama dan salam.

G. ASSESMENT/ PENILAIAN

- **Penilaian Keterampilan**

    Penilaian keterampilan yang dilakukan pada Capaian Pembelajaran ini sesuai dengan tujuan pembelajaran yang ingin di capai adalah dengan tes lisan

- **Pembelajaran Remidial dan Pengayaan**

    Rencana pemberian bimbingan secara khusus yaitu dengan

cara perorangan, kelompok, maupun klasikal. Dalam pengayaan, secara mandiri siswa belajar contoh teks offering something dan menentukan macam-macamnya.

Students' Speaking Scoring Rubric

No.	Aspect of Speaking	Criteria	Score
1.	Grammar	Excellent: Equivalent to that of an educated native speaker.	V
		Very good to good: Errors in grammar are quite rare. Speaker is able to use the language accurately.	IV
		Good to average: Control of grammar is good. Speaker is able to speak the language with sufficient structural accuracy.	III
		Average to poor: Speaker can handle elementary constructions quite accurately, but unconfident to control the grammar.	II
		Poor to very poor: Speaker can be understood by native speaker, even errors in grammar are frequently spoken.	I
2	Vocabulary	Excellent: Presentation on all levels is fully accepted by educated native speakers in its entire feature including breadth of vocabulary and idioms, colloquialisms, and cultural	V

		references.	
		Very good to good: Speaker has a high degree of precision of vocabulary.	IV
		Good to average: Speaking vocabulary is broad enough that speaker rarely has to grope for a word.	III
		Average to poor: Speaker has sufficient speaking vocabulary to express things simply with some circumlocutions.	II
		Poor to very poor: Speaker has inadequate speaking vocabulary to express anything but the most elementary needs.	I
3	Comprehension	Excellent: Equivalent to that of an educated native speaker.	V
		Very good to good: Speaker can understand any presentation within the range of speaker's experience.	IV
		Good to average: Speaker's comprehension is quite complete at a normal rate of presentation.	III
		Average to poor: Speaker can get the gist of most presentation of easy topics (topics that require no specialized knowledge).	II
		Poor to very poor: Speaker can	I

		understand simple questions and statements if it delivers with slowed speech, repetition, or paraphrase.	
4.	Fluency	Excellent: Presentation on all professional and general topics as smooth and effortless as a native speaker's.	V
		Very good to good: Presentation is smooth and effortless, but perceptively non-native in speed and evenness.	IV
		Good to average: Presentation is occasionally hesitant. Speaker rarely has to grope for words.	III
		Average to poor: Presentation is frequently hesitant and jerky; some sentences may be left uncompleted.	II
		Poor to very poor: Presentation is halting, very slow, and fragmentary that presentation is probably impossible.	I
5.	Pronunciation	Excellent: Native pronunciation, with no trace of foreign accent.	V
		Very good to good: Errors in pronunciation are quite rare.	IV
		Good to average: Errors never appear with understanding. Accent may be obviously	III

		foreign.	
		Average to poor: Accent of the speaker is intelligible though often quite faulty.	II
		Poor to very poor: Errors in pronunciation are frequent but speaker can be understood by a native speaker.	I
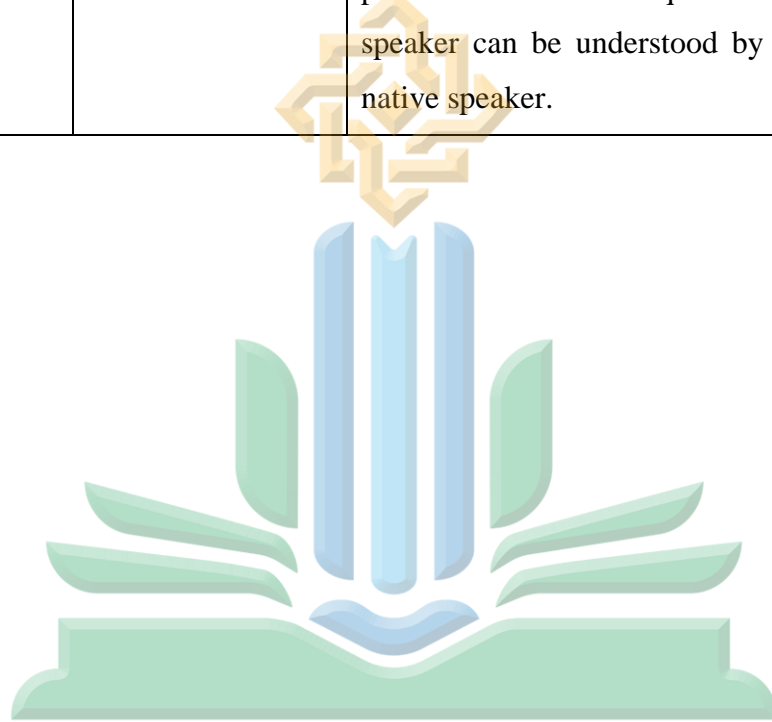
BAHAN AJAR

Offering Something

Offering Something is one type of expression that use when want to offer something to other people. Another definition Offer is giving an offer both physical and abstract to someone as a gift or trade, etc. In this material we can find out how to offer something in English and also how to accept or reject an offer. We can use the following expressions in various situations, the host offers something to guest or when in the office wants to offer something to coworkers. Social function is to facilitate interpersonal communication between several different people.

Untuk perincian lebih lanjut, mari kita lihat beberapa Mengekspresikan Penawaran Untuk Seseorang. Hal pertama adalah bagaimana melakukan penawaran. Dalam mengajukan penawaran, ada beberapa kata spesifik yang pasti digunakan.

Expression
When making offers, we often use the following expressions. (Saat mengajukan penawaran, kami sering menggunakan ungkapan berikut)
May I ...?
Can I ...?
Shall I ...?
Would you ...?
How about I ...?

The following are examples of sentences and responses from Offers:

Example of Offers
May I give you a hand?

Can I help you?
Shall we collaborate on group projects?
Would you like another piece of paper?
How about I help you with this work?
Can you see the score for me?
Shall I help you with your homework?
I will go to canteen, if you like.

Responding to Offers		
Making Offers	Accepting Offers	Declining Offers
Can I help you?	Yes, please. I really appreciate it.	It's okay, I can do it myself.
Shall I lend you another book?	Thank you, it is very kind of you.	No, thankyou.
Would you like another helping of homework?	Yes, please. That would be lovely.	No, thanks. I don't want another helping.
How about I help you with this duty?	Yes, please. That would be very kind of you.	Don't worry, I will do it myself.
Can I take you home?	Thank you, I appreciate your help.	That's alright, I will manage on my own.

Below is the sentence structure used to offer or help:

Modal Verb	Subject	Object
Would	You	Lend another book?
Shall	We	Take you there?
Could	I	Offer you something?
Will	You	Entrust anything in canteen?

Following is an example of the Offers dialog:

Ceysha: Hello, Lussy.

Lussy : Hi, Ceysha.

Ceysha: You look tired. What is going on?

Lussy : I am working on my project paper. It is due tomorrow. I don't think i will be able to finish it.

Ceysha: Would you like any help?

Lussy : Yes, please. I would really appreciate it.

Ceysha: Tell me what I can do and I will start right away.

Lussy : Thank you! You are an angel.

Students' Tasks

Meeting 1

0:22 ✓ 8

You are very thirsty, and a classmate offers you a bottle of water. How do you accept the offer?

A: Yes, please. I would love some water, thank you!

B: No, I don't want your water

0:28 ✓ 1

A: "We are going to play soccer after school. ___ you like to join us?" B: "Sure, that sounds fun!"

A: can   B: would   C: are   D: should

0:25 ✓ 0

A classmate looks confused with a math problem. What can you say to offer help?

A: Do you need any help with the math problem?

B: You should figure it out yourself

0:28 ✓ 3

Someone offers you a seat in a crowded library, but you prefer standing. How do you politely decline the offer?

A: No, thank you. I prefer to stand

B: I don't want to sit there.

0:28 ✓ 2

A: "It's raining outside. ___ you like to borrow my umbrella?" B: "Yes, thank you very much."

A: should   B: would   C: can   D: will

0:26 ✓ 5

You have an extra seat next to you in class. How would you offer it to someone standing?

A: Would you like to sit here?

B: Find your own seat.

0:28 ✓ 4

A: "You forgot your pen. ___ I give you one?" B: "Yes, please. Thank you!"

A: can   B: should   C: will   D: do

0:28 ✓ 7

A classmate offers you some candy, but you are allergic. How do you politely reject the offer?

A: No, thank you. I'm allergic to candy

B: I don't want your candy.

0:28 ✓ 6

A: "___ I help you find the classroom?" B: "Yes, please. I'm lost."

A: can   B: will   C: are   D: should

0:27 ✓ 9

You see a friend without a pen during class. What would you say to offer your pen?

A: Do you want to buy a pen?

B: Would you like to borrow my pen?

0:28 ✓10

A: "I finished my assignment early. ____ like me to help you with yours?" B: "Yes, please. I'm having some trouble with it."

A) **could** B) **can** C) **would** D) **shall**

0:27 ✓11

A: "____ you like some help with your homework?" B: "Yes, that would be great!"

A) **do** B) **would** C) **are** D) **can**

0:26 ✓14

A classmate offers to help you with your homework, and you would like their help. How do you accept their offer?

A) Sure, that would be great! Thank you B) No, I can do it myself

---

0:27 ✓13

A friend offers you a piece of chocolate, but you are on a diet. How would you politely reject the offer?

A) No, thanks. I'm on a diet right now B) "i don't want your chocolate

---

0:28 ✓12

A: "I'm going to the library after school. ____ you like to come with me?" B: "Sure, that sounds great."

A) **do** B) **can** C) **would** D) **should**

0:28 ✓17

A: "____ you like to use my laptop to finish your project?" B: "Yes, that would be very helpful."

A) **are** B) **will** C) **would** D) **can**

0:28 ✓18

You see a classmate struggling with heavy books. How do you offer help?

A) Can I help you carry your books? B) You have to carry them yourself

---

0:27 ✓15

A friend forgot to bring his notebook to school. How do you offer yours?

A) You can not use my notebook B) Would you like to borrow my notebook?

0:28 ✓16

A: "I'm making some tea. ____ you like a cup?" B: "Yes, please."

A) **would** B) **do** C) **could** D) **are**

0:28 ✓19

A: "I'm going to buy some snacks. ____ you want anything?" B: "Yes, could you get me some chips?"

A) **do** B) **are** C) **will** D) **can**

Key Answers

1 — A: "I'm going to the library after school. ____ you like to come with me?" B: "Sure, that sounds great." → **would**

2 — A: "I finished my assignment early. ____ you like me to help you with yours?" B: "Yes, please. I'm having some trouble with it." → **would**

3 — A: "You forgot your pen. ____ I give you one?" B: "Yes, please. Thank you!" → **can**

4 — A: "____ you like some help with your homework?" B: "Yes, that would be great!" → **would**

5 — A: "____ you like to use my laptop to finish your project?" B: "Yes, that would be very helpful." → **would**

6 — You see a friend without a pen during class. What would you say to offer your pen? → Would you like to borrow my pen?

7 — A classmate looks confused with a math problem. What can you say to offer help? → Do you need any help with the math problem?

8 — A friend forgot to bring his notebook to school. How do you offer yours? → Would you like to borrow my notebook?

9 — You have an extra seat next to you in class. How would you offer it to someone standing? → Would you like to sit here?

10 — You see a classmate struggling with heavy books. How do you offer help? → Can I help you carry your books?

11 — A friend offers you a piece of chocolate, but you are on a diet. How would you politely reject the offer? → No, thanks. I'm on a diet right now

12 — A classmate offers to help with your homework, and you would like their help. How do you accept their offer? → Sure, that would be great! Thank you

13 — Someone offers you a seat in a crowded library, but you prefer standing. How do you politely decline the offer? → No, thank you. I prefer to stand

14 — You are very thirsty, and a classmate offers you a bottle of water. How do you accept the offer? → Yes, please. I would love some water, thank you!

15 — A classmate offers you some candy, but you are allergic. How do you politely reject the offer? → No, thank you. I'm allergic to candy

16 — A: "____ I help you find the classroom?" B: "Yes, please. I'm lost." → **can**

17 — A: "I'm going to buy some snacks. ____ you want anything?" B: "Yes, could you get me some chips?" → **do**

18 — A: "We are going to play soccer after school. ____ you like to join us?" B: "Sure, that sounds fun!" → **would**

19 — A: "I'm making some tea. ____ you like a cup?" B: "Yes, please." → **would**

20 — A: "It's raining outside, ____ you like to borrow my umbrella?" B: "Yes, thank you very much." → **would**

Students' Tasks

Meeting 2

0:28 ✓1201

Choose the correct sentence for offering help

A	B	C	D
Do you need any help?	Can I help you with that?	Would you like me to assist you?	All of the above

x2 Score | 50:50 | Extra Time

11 of 20

0:27 ✓1320

What is a polite way to decline an offer using the phrase "I'm okay, thank you"?

A	B	C	D
Yes, please	I'm okay, thank you.	No, I don't want it.	Sure, go ahead

x2 Score | 50:50 | Extra Time

12 of 20

0:27 ✓1642

What is the appropriate response when someone offers you a cup of tea and you want to accept it?

A	B	C	D
No, thanks	Yes, that would be lovely.	I'm not sure	Maybe later

x2 Score | 50:50 | Extra Time

13 of 20

0:28 ✓1762

Choose the sentence used to offer something directly

A	B	C	D
Would you like to join us?	Can you help me with this?	I think you should go	Where are you going?

x2 Score | 50:50 | Extra Time

14 of 20

0:22 ✓1884

Which of the following sentences is an offer?

A	B	C	D
Would you like some coffee?	I need some coffee	Could you buy some coffee?	I don't drink coffee

x2 Score | 50:50 | Extra Time

15 of 20

0:25 ✓2204

How should you politely decline an offer if someone offers help but you don't need it?

A	B	C	D
I don't need your help.	Why are you asking?	No, I'm good. Thanks	Stop asking me.

x2 Score | 50:50 | Extra Time

16 of 20

0:27 ✓2323

If a friend offers you food and you don't want to accept it, what should you say?

A	B	C	D
What is it?	I don't like it	Give me that	No, thanks. I just ate

x2 Score | 50:50 | Extra Time

17 of 20

0:28 ✓2441

Choose the appropriate response when someone offers you a seat

A	B	C	D
I don't care	Yes, please	Why do I need it?	It's up to you

x2 Score | 50:50 | Extra Time

18 of 20

0:27 ✓2658

When someone says, "Shall I carry your bag?" how should you respond if you want to accept the offer?

A	B	C	D
No, leave it.	That's okay, I can manage	Yes, please. Thank you	Why do you ask?

x2 Score | 50:50 | Extra Time

19 of 20

0:28 ✓2778

What could you say to offer assistance to someone who seems confused at a train station?

A	B	C	D
Can you help me?	Would you like some help with directions?	Where are you going?	You look lost.

x2 Score | 50:50 | Extra Time

20 of 20

Key Answer

Show answers ✓2897

1. During a test, your friend doesn't have an eraser and looks worried. What do you say to offer your eraser? — Do you need an eraser? I have an extra one.

2. A classmate is struggling to find a page in their textbook. How would you offer to help them? — Can I help you find the page?

3. Your classmate didn't bring any money to buy a drink after sports class. How do you — Can I get you a drink?

Back

Show answers ✓2897

4. You notice your friend is cold during a class outing. What would you say to offer them your jacket? — Would you like to wear my jacket?

5. You see a classmate without a lunch. How would you offer to share your lunch with them? — Would you like to share my lunch?

6. "Would you like some help with your science project?" is an appropriate way to offer assistance. — true

Back

Show answers ✓2897

7. "You should do it by yourself." is a polite way to offer help to someone who is struggling. — false

8. "Can I share my umbrella with you?" is an expression used to offer something in a polite manner. — true

9. It is polite to say "Figure it out on your own" when someone looks like they need help. — false

Back

Show answers ✓2897

10. "Would you like me to lend you my pen?" is an offer to help someone who needs a pen. — true

11. Choose the correct sentence for offering help — All of the above

12. What is a polite way to decline an offer using the phrase "I'm okay, thank you"? — I'm okay, thank you.

Back

Show answers ✓2897

13. What is the appropriate response when someone offers you a cup of tea and you want to accept it? — Yes, that would be lovely.

14. Choose the sentence used to offer something directly — Would you like to join us?

15. Which of the following sentences is an offer? — Would you like some coffee?

Back

Show answers ✓2897

16. How should you politely decline an offer if someone offers help but you don't need it? — No, I'm good. Thanks

17. If a friend offers you food and you don't want to accept it, what should you say? — No, thanks. I just ate

18. Choose the appropriate response when someone offers you a seat — Yes, please

Back

Show answers ✓2897

Bonus +100

19. When someone says, "Shall I carry your bag?" how should you respond if you want to accept the offer? — Yes, please. Thank you.

20. What could you say to offer assistance to someone who seems confused at a train station? — Would you like some help with directions?

Back

Appendix 13

**Kisi-Kisi Soal untuk Speaking Test**

Jenjang	: Madrasah Aliyah	Mata Pelajaran	: Bahasa Inggris
Fase/Kelas	: E/ X	Kurikulum	: Merdeka
Alokasi Waktu	: 2 JP	Penyusun	: Laila Maqfirotika

CAPAIAN PEMBELAJARAN	TUJUAN PEMBELAJARAN	MATERI ESENSIAL	INDIKATOR SOAL
Pada akhir fase E, peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan . Mereka menggunakan dan merespon pertanyaan dan menggunakan strategi untuk memulai dan mempertahankan percakapan dan	1. Peserta didik mampu menyebutkan kosa kata yang digunakan dalam offering something sesuai dengan struktur teks dan unsur kebahasaan secara mandiri. 2. Peserta didik mampu mempraktekan monolog/dialog berisi	Offering Something	Peserta didik memutar soal sesuai konteks yang ada di wordwall platform game. Peserta didik mampu menjawab kartu soal di wordwall game yang dipilih

diskusi. Mereka memahami dan mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topic yang dekat dengan kehidupan pemuda. Mereka menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu yang dekat dengan kehidupan pemuda dan untuk membahas minat. Mereka memberikan pendapat dan membuat perbandingan. Mereka menggunakan elemen non-verbal seperti bahasa tubuh, kecepatan bicara, dan nada suara untuk dapat dipahami dalam sebagian konteks..	penawaran jasa/bantuan di hadapan kelas dengan bahasa sendiri sesuai konteks yang diberikan..	
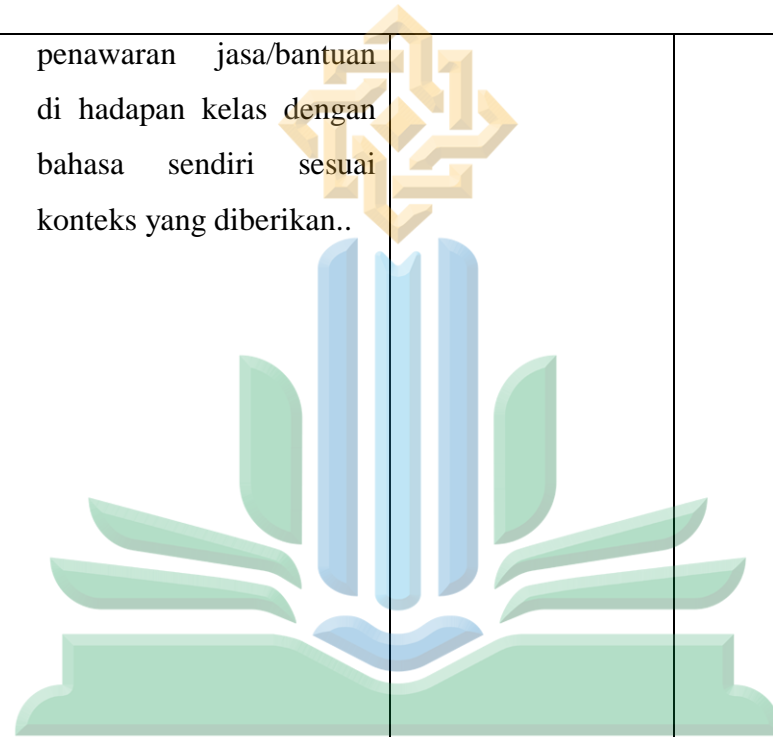
Appendix 14

Speaking Test

Spin the wordwall game below and act the instruction on the game you have selected. Make sure that you answer based on the questions that exist in the card. Here is the list of the speaking cards provided by the researcher in the post test.

You are tired after sports class, and someone offers you a bottle of water. You want to accept the offer. How would you accept the offer? Please pronounce your response.	You have an extra chair in your classroom and someone is looking for a place to sit. What do you say to offer the chair? Pronounce your offer.	During lunch, a friend offers you a piece of fruit, and you would like to accept. What would you say to accept the offer? Please pronounce your response.
During a school trip, a classmate realizes they didn't bring enough snacks. How do you offer to share yours? Say your offer aloud	Your classmate forgot their calculator at home and looks worried during a math test. What would you say to offer your calculator to them? Please pronounce your offer	Your teacher offers to explain the lesson again, and you want to accept the help. How would you accept the offer? Please pronounce your response.
You have finished your lunch and have an extra sandwich. A friend looks hungry but hasn't eaten. What do you say to offer the sandwich? Say your offer aloud	A classmate offers to lend you a pencil, but you already have one. How would you politely reject the offer? What would you say to reject the offer? Please pronounce your response.	You're at the school library and see a classmate searching for a specific book. How do you offer your help? Pronounce your offer

You notice your friend is struggling to understand a science concept that you are good at. How do you offer your assistance? Pronounce your offer of help.

A friend offers you a ride home after school, and you want to accept their offer. What would you say to accept the offer? Please pronounce your response.

A friend offers you a ride home after school, and you want to accept their offer. What would you say to accept the offer? Please pronounce your response.

Your friend didn't bring any money to buy lunch, and you have some extra. What do you say to offer to buy them lunch? Pronounce your offer.

A student is feeling nervous before a class presentation. How do you offer encouragement or help to practice? Say your offer clearly.

During group work, you notice a friend doesn't have a pencil. What do you say to offer yours? Pronounce your offer clearly.

Someone offers you their help to find a book in the library, but you prefer to find it yourself. How would you politely decline? How would you reject the offer politely? Please pronounce your response.

Someone offers to lend you their jacket because it's cold, but you have your own jacket. How would you politely reject their offer? How would you decline the offer politely? Please pronounce your response.

Your friend offers to share their lunch with you, and you want to accept. What would you say to accept the offer? Please pronounce your response.

It starts to rain after school, and your friend doesn't have an umbrella. What would you say to offer them shelter under your umbrella? Say your offer clearly

A classmate offers you their notes, but you already have them. How would you politely reject the offer? What would you say to reject the offer politely? Please pronounce your response.

Appendix 15

Students' Attendance List

STUDENTS' NAME
AFREZA SYAWALDY
AHMAD RIDHO AMRULLAH
ANDI NUR HIDAYATULLAH
ANDINI PRATIWI
AWAL HABIBILLAH
DANI OKTAFIYA MU'ARIF
DARUS SALAM
DINA OKTAFIYA WAHYUNI
DINDA AMELIA
EKA NURIL FITRI OKTAVIANI
FATUR ROSI
FILALINA ROMADHON
HARFILA SINTA
M. SYAHREIZA R. VAHLEVI. B.P
MAULIYATUL HAKIMAH
NAYLATUS SA'ADAH
RAHMAT HIDAYATULLAH
ROSSA SEFHILIANA
SITI AISAH
SITI NURHALIMAH
YUSRINA ZHAHARANI

Appendix 16

VALIDITY INSTRUMENT

1. Put a check mark (√) in the column according to your opinion
2. If there is a need to be revised, please write in the column "catatan"

No.	Aspek yang diniliai	Skala Penilaian				Catatan
		1	2	3	4	
A.	Isi					
	1. Kelengkapan komponen modul ajar (tujuan pembelajaran, alokasi waktu, materi pokok, langkah pembelajaran, dll)				√	
	2. Kejelasan perumusan indikator atau tujuan pembelajaran				√	
	3. Penyajian materi ajar memuat fakta, konsep, prinsip, dan prosedur yang relevan dengan rumusan indikator ketercapaian kompetensi				√	
	4. Langkah-langkah pembelajaran dilakukan melalui tahapan pendahuluan, inti, penutup dengan alokasi waktu setiap tahap jelas				√	
	5. Indikator soal sesuai dengan materi ajar yang telah disedikan			√		
	6. Petunjuk mengerjakan soal sesuai dengan soal yang disediakan			√		
	7. Pedoman penilaian sesuai dengan rubrik skor yang telah ditetapkan				√	
	8. Kesesuaian alokasi waktu dengan soal yang telah disediakan				√	

B.	Konstruk					
	1. Soal disusun menggunakan tes lisan untuk mengetahui kemampuan speaking siswa				✓	
	2. Soal speaking test disusun sesuai dengan materi ajar speaking yang mana mengharuskan siswa untuk berbicara (speaking)				✓	
	3. Penilaian speaking siswa sesuai dengan rubric penilaian				✓	
C.	Bahasa					
	1. Petunjuk soal menggunakan kaidah bahasa inggris yang benar dan sesuai dengan grammatical				✓	
	2. Rumusan soal tidak menggunakan kata atau kalimat yang menimbulkan penafsiran ganda atau salah pengertian				✓	
	3. Rumusan soal tidak mengandung kata-kata yang bisa menyinggung peserta didik				✓	

Catatan:

Pemberian skor pada tiap butir pernyataan dengan rentangan angka 1 sampai dengan angka maksimal 4 dengan kriteria angka sebagai berikut:

1 = Kurang Baik	2 = Cukup Baik	3 = Baik	4 = Sangat Baik

Probolinggo, 16 Juli 2024

Validator

Chairun Nisak , S.Pd

Appendix 17

<p align="center">**Documentation of Research**</p>

<p>✦ Documentation of Designing Research with English Teacher</p>

Documentation of Classroom Action Research (CAR) Implementation

Pre-Test

Meeting 1 (Cycle 1)

Meeting 2 (Cycle 1)

Meeting 1 (Cycle 2)

Meeting 2 (Cycle 2)

↓ Documentation of Conducting Post-Test in Cycle 1

Documentation of Conducting Post-Test in Cycle 2

Appendix 18

RESEARCH JOURNAL ACTIVITY

Name   : Laila Maqfirotika
SRN   : 213101060001
Tittle   : Utilizing an Interactive Gamification Strategy for Enhancing Students' Speaking
            Skill
School   : MAN 2 Probolinggo

No.	Date	Activities	Initials
1.	Thursday, March 7, 2024	Preliminary Study (Observation)	Denny Natalina
2.	Friday, March 8, 2024	Teachers' Pre-Interview	Denny .M
3.	Thursday, April 18, 2024	Students' Pre-Questionnaire	Denny Natalina
4.	Thursday, April 18, 2024	Pre-test	Denny .N
5.	Thursday, July18, 2024	1stmeeting (cycle 1)	Denny Natalina
6.	Thursday, July 25, 2024	2nd meeting (cycle 1)	Denny .N
7.	Friday, July 26, 2024	Post-test (cycle 1)	Denny Natalina
8.	Wednesday, July 31, 2024	1st meeting (cycle 2)	Denny .N
9.	Wednesday, August 7, 2024	2nd meeting (cycle 2)	Denny Natalina
10.	Wednesday, August14, 2024	Post-test (cycle 2) and Students' Post-Questionnaire	Denny .N
11.	Thursday, August 15, 2024	Teacher Post-Interview	Denny Natalina

Probolinggo, August 16, 2024
The Head Master of School

AHMAD ZAMRONI, SS, MPd
NIP. 198212262009011007

Appendix 19

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KAB. PROBOLINGGO
MADRASAH ALIYAH NEGERI 2
Alamat: Jl. Raya Karanggeger Kec. Pajarakan 67281 telp / fax (0335) 841583
Email : man2kabpro@gmail.com, official@man2probolinggo.sch.id
Website : www.man2probolinggo.sch.id

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 255/Ma. 13.08.02/PP.00.6/08/2024

Yang bertanda tangan di bawah ini :

Nama	:	AHMAD ZAMRONI, SS, M.Pd
NIP	:	198212262009011007
Pangkat/Golongan ruang	:	Penata Tk.I / IIId
Jabatan	:	Kepala MAN 2 Probolinggo

Dengan ini menerangkan bahwa :

Nama	:	LAILA MAQFIROTIKA
NIM	:	213101060001
Program Studi/Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN KH. Achmad Siddiq Jember

Memang benar mahasiswa tersebut diatas telah melaksanakan penelitian di MAN 2 Probolinggo mulai tanggal **07 Maret 2024 s.d 15 Agustus 2024** dengan judul : **"Utilizing An Interactive Gamification Strategy For Enhancing Students' Speaking Skill".**

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Probolinggo, 16 Agustus 2024
Kepala,

AHMAD ZAMRONI, SS, MPd
NIP.198212262009011007

Appendix 20

The undersigned below:

Name   : Laila Maqfirotika
SRN   : 213101060001
Program   : English Education Department
Faculty   : Tarbiyah and Teacher Training
University   : State Islamic University of Kiai Haji Achmad Siddiq Jember

States that undergraduate thesis entitled *"Utilizing an Interactive Gamification Strategy for Enhancing Students' Speaking Skill"* is truly my original work from the result of conducting a research at Tenth-grade F Students of MAN 2 Probolinggo, except some resources which are accepted from references mentioned.

Jember, October 14, 2024

METERAI
TEMPEL
3D127ALX364153138

Laila Maqfirotika
NIM. 213101060001

Appendix 21

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	:	Laila Maqfirotika
NIM	:	213101060001
Program Studi	:	Tadris Bahasa Inggris
Judul Karya Ilmiah	:	Utilizing an Interactive Gamification Strategy for Enhancing Students' Speaking Skill

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (16,8%)

1. BAB I : 27%
2. BAB II : 21%
3. BAB III : 19%
4. BAB IV : 8%
5. BAB V : 9%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 09 Oktober 2024
Penanggung Jawab Turnitin
FTIK UIN KHAS Jember

(Ulfa Dina Novienda, S.Sos.I, M.Pd)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.
2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 22

CURICULUM VITAE

Personal Information:

Name   : Laila Maqfirotika

SRN   : 213101060001

Place. Date of Birth   : Probolinggo, April 10th 2003

Gender   : Female

Address   : Patokan, Bantaran, Kab. Probolinggo

Religion   : Islam

Department/ Major Courses   : Language Education/ English Study Program

Email Address   : lailamaqfirotika11@gmail.com

Educational Background

2009 – 2015   : SDN Bantaran 1

2015 – 2018   : SMP NU Bantaran

2018 – 2021   : MAN 1 Probolinggo