

## Improving Students' Speaking Ability through Digital Game-Based Learning in the Era of Society 5.0 at Ninth Graders Students of MTs N 02 Rensing

 <https://doi.org/10.31004/jele.v10i3.862>

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### A B S T R A C T

Islamic boarding schools have a strategic role in instilling basic knowledge based on Islam, so that students can face the era of societal transformation towards a modern future. The objectives of this study were: (1) To improve the students' speaking ability through Quizizz as digital game-based learning. 2) To improve students' learning motivation through Quizizz as digital game-based learning. This study employs classroom action research (CAR) to systematically improve students' speaking ability. I used the speaking test as an instrument. The data analysis is used individually and classically. Based on the data findings of each cycle's activities. I come up to point to be drawn that teaching English for speaking skill for the ninth graders of students through Quizizz as digital game-based learning could improve students' speaking ability. The improving percentage of students achieving passing grade gained 71.69% in the first cycle and improved to 78.35 % in the second cycle.

**Keywords:** *Speaking, Interactive Learning, Digital Game-Base Learning, Quizizz, Motivation, Era Society 5.0.*

#### Article History:

Received 25th March 2025

Accepted 26th April 2025

Published 07<sup>th</sup> April 2025



## INTRODUCTION

Currently, Islamic boarding schools have transformed into a modern civilization container for society by developing Islamic boarding school human resources, developing Islamic boarding school communications, developing Islamic boarding school economics and developing Islamic boarding school information technology. The students are also expected to have work skills and work so that they will be able to be independent in meeting their needs (Elis Chalisyah & Dkk, 2023).

Indonesian society considers the Islamic boarding school education system to be one of the best systems for educating the nation's sons and daughters, which functions as an educational institution that produces people who understand religious values (Syafitri Ramadhani (2023). This can be seen from the managerial system of learning that is applied by instilling the values of Pancasila and Islam. Therefore, students are required to become people who apply discipline, leadership, and high social sensitivity to students. In addition, the time managerial pattern, the activity managerial pattern, even the residence managerial pattern in the form of a dormitory where students interact by upholding Islamic values (Syafitri Ramadhani (2023).

Islamic boarding schools have a strategic role in instilling basic knowledge based on Islam so that students can face the era of transformation of society towards a modern future. In addition, Islamic boarding schools can also encourage the improvement of human resources with character where the basis of religion or religious commodities become characteristics of having good character, good character education, good morals (Menperin: 2018). In addition,



Islamic boarding schools as a place to introduce Islamic values cannot ignore the development of knowledge in the global community (Rosyada & Ramadhianti, 2021). So it is hoped that the role of Islamic boarding schools in the Industrial Revolution 4.0 can become a center for improving quality, not only in terms of soft skills in religious knowledge, but also global knowledge. So that high skill abilities balanced with good morals will certainly produce good seeds (Elis Chalisyah & Dkk, (2023).

The skills of students in religious knowledge must be balanced with general knowledge. English is one of the life skills that students must have today. Currently, there are language programs that are popular with Islamic boarding school-based educational institutions, namely Arabic and English programs. Arabic is used as a tool that can maintain the purity of Islamic boarding schools as a place to learn Islamic concepts, while English is used as a tool that can bridge global interaction patterns. The need for a connecting language such as English that can be used universally is an absolute necessity (Ilham, et.al, 2021).

In the era of society 5.0, it requires a person to have knowledge and skills to be able to adapt to the development of the times. Society 5.0 is a continuation of the concept of society 4.0 which refers to the use of digital technology in English and automation in industry and manufacturing. The era of society 5.0 takes a step further by integrating digital technology into the daily lives of society (<http://alumni.bsi.ac.id>).

Based on the observation results, it shows that the language program implemented by the Islamic boarding school can encourage the motivation and activity of students in learning. The implementation of the English program can influence the behavior of students and the Islamic boarding school environment to become more modern. One of the Islamic boarding schools that has an English program is MTs N 02 Rensing. The English program that has been running has not produced maximum results for their students. Some students still using mother languages and Bahasa as everyday languages in the Islamic boarding school environment. Practically, mother language is also adopted by teachers in teaching and learning activities in classroom. Therefore, it is necessary to carry out student empowerment activities in English to realize the objectives of the English program at MTs N 02 Rensing. The objectives of the study are: 1) To improve students' speaking ability through quizzes as digital game-based learning. 2) To improve students' motivation to study speaking through quizzes as digital game-based learning.

This study has the following benefits: 1) As academic benefits could contribute in some aspect such as: a) This study can be useful for the development of knowledge and effective English teaching and learning activities in schools. b) as a reference for research activities and community service for students, academics and the public. 2) As practical benefits could contribute in some aspect such as: a) This studies useful as evaluation material for teachers in developing students' knowledge and skills in schools. b) Can be an example of the application of the concept of digital learning in schools that implement boarding schools or Islamic boarding schools.

The conceptual framework of this study is based on classroom action research as an important element in the implementation of education and teaching in schools for teachers and government for the advancement of education in the current era of democracy Gaventa, Jhon (2005). Each school has its own will to change itself and to participate in the development of education integrated with digital technology. Therefore, this research activity requires the application of effective methods to foster student participation in learning in class.

## Review of Literature

### *Speaking Skill*

Speaking is a skill that needs to be comprehended by people chronologically in their life. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. Speaking is used for many purposes

and each purpose involves different styles. Our purposes may be to make social context with people, to establish rapport or to engage in the harmless chitchat that occupies much of the time we spend with friends. According to Richard and Willy (2002, p. 201) stated when we engaged in a discussion with someone the purpose may be to seek or express an opinion to persuade someone about something or to clarify information. In some situation we use speaking to give instructions or to get things done. We use speaking to describe things, to complain about people behavior, to make polite requests or to entertain people with jokes and anecdotes.

### *Aspects of Speaking Ability*

Referring to the aspect of speaking, Tarigan (1985, p.42) states that speaking activity may view from appropriate of utterances, choice of appropriateness word of speaking target. While Nurhadi (198, p.23) said the aspect of speaking consists of utterance, grammar, vocabulary, fluency, content and meaning as well as comprehension. Canale and Swain (in Richard 1998, p. 206) stated communicative activity includes grammatical competence, discourse competence, sociolinguistic competence and the strategic competence which reflects use of linguistic system and functional aspects of communication. Based on the opinions I can say the aspects of speaking ability are determined by utterance, vocabulary, grammar, fluency, comprehension and appropriate of words choice, familiarity and placement of stress. However, not all of them will be described below but I will be focused on the aspects of utterances or pronunciation, vocabulary, grammar and comprehension.

### *Technique for Teaching Speaking*

Technique has an important role in helping to teach and learning process in classroom. Technique is necessary in teaching and learning language classroom. In addition, the technique is very important in achieving learning outcome. It can attract students' motivation; mentality and it creates a creative imagination in teaching and learning process. However, a teacher can use some techniques in increasing students' speaking ability, one of them is guessing games technique. Basically, it has many versions based on students' needs and related to the teaching of speaking. It easy to make and they can help the teacher to guide the students' interest in English. According to Sadtono (1983) class activities which can be done for speaking skill are 1. Students practice fixed phrases (formula). 2. Students practice such a make a dialogue. 3. Students play games. 4. Students perform a skit. 5. Students conduct role play. 6. Students report the result of the task of constructing a story. 7. Students use pictures, comic strips, news, or video for discussion. 8. Students solve a problem prepared by a teacher. 9. Students conduct a class discussion, seminar or debate on a certain topic. 10. Students deliver a speech at an imaginary event. 11. Students perform a drama. 12. Students discuss a plan.

### *Interactive Learning Concept*

Interactive learning is an approach that actively involves students in the learning process in the classroom. Interactive learning allows students to be actively involved by participating, collaborating and interacting with teaching materials and with other students in the class. 1) The theory that underlies interactive learning is the constructivism theory which states that knowledge is built through experience and interaction. Students learning in class do not only receive information passively, but they must be involved in the active learning process. The principle of involvement in question is the importance of student involvement in the learning process. This involvement can be achieved through several activities such as discussions, group work and the use of technology as a medium for interaction such as e-learning platforms and social media which are currently available in full. 2) Interactive Learning in practice can be applied with several methods such as group discussions, games, simulations, and the use

of multimedia technology tools. These tools can be in the form of interactive videos, power points that allow students to provide responses and active participation during the learning process (Haloedukasi.com).

### *Digital Game-Based Learning Concept*

Games are used as learning media or explained as learning aids to overcome complex problems in students through game-based learning innovations. Therefore, the concept of implementing game-based learning is used based on the goals and needs of students for problems experienced in learning. The selection of the type of game-based learning is based on the type of student problems and the achievements they want to achieve to fix the problems (Hamari et al., 2016).

### *Quizizz*

Quizizz is a technology-based learning platform that allows users to create, share and take interactive quizzes online. Quizizz is designed to make learning more interesting and interactive. In the Quizizz application, there are 18 types of varying question types that can be used for learning. There are also very complete reports with analysis of each report (Suhardy Amir, 2024).

### *Understanding Learning Motivation*

Motivation is the increasing desire of students to participate in learning activities in class. Motivation is often equated with enthusiasm. Motivation is the basis for students to be able to obtain maximum learning outcomes, where these learning outcomes will then be used as the basis for determining the achievement of expected competencies. (Sunarti Rahman, 2021).

## **METHOD**

This study employs classroom action research (CAR) to systematically improve students' speaking ability. It could view it as a research activity conducted as a problem-solving strategy by leveraging real action and then reflecting on the results of action. According to Mulyasa (2010) classroom action research commonly called (CAR) was an effort that was shown to improve the situation or look for the solution of the problem to get the truth and practical benefits by engaging in collaborative and participants' action. While Carr and Kemmis in (Mulyasa, 2010) classroom action research is a form of self-reflective inquiry undertaken by participants to improve the rationality and justice of their own social or educational practices, their understanding of these practices and situation in which these practices are carried out. In this study I used two techniques of data collection namely observation and non-observation. The activity in observation was the process of recording and collecting data, hence the collaborator was asked to observe the activities in classroom. The collaborator did the observation during teaching activities through guessing game technique. The observation used to collect data for both the teacher and students' activities during the teaching and learning process. While in non-observation the activity was to know students' ability, thus I conducted speaking writing, reading and listening test. Students required speaking, writing, reading and listening to what the test wanted.

### *Instrument*

The accuracy result of the study mostly depended on how accurate the use of instrument is. In this study, I used the speaking test as an instrument. In this case, students were given some instructions to answer questions directly while operating a website as digital game-based learning. Students answered questions from teachers about materials on websites as digital game-based learning. The speaking test was in the form of an oral which regarding into a natural speaking test.

### *Technique of Data Analysis*

The data analysis is used individually and classically. Individual criteria used by everyone based on the standard of curriculum. The students could pass when they reached the minimum value which they decided. In classically students declared pass grade when a target value was reached. They complete in the classical style when meeting the target.

## FINDINGS AND DISCUSSION

The study was taken in 2 cycles which explained below:

### **Cycle One**

In this stage we chose the material entitled "choosing the correct answers as" as one of digital game-based learning materials. The application used was Quizizz. We set up the learning process by preparing supporting digital instructional materials into lesson plans. Lesson plans comprised specified activities into three stages namely pre-teaching activity, whilst-teaching activity and post-teaching activity. In implementing the instructional activities, we began each meeting by building good relationships or interaction with students. In pre-activity the teacher applied the concept of teaching speaking in which it elicited information about students' daily activities at school and home before the teacher started to give them main materials. After students seemed to be enthusiastic, the teacher lured them by applying digital game-based learning to bridge students' prior knowledge of the material covered.

The teacher got students involved in learning by preparing them into some pictures about famous characters around the world. Every student had their own questions and answers. The teacher asked them to give their own idea of the picture. what the picture was about by explaining orally in English. 1. Students' question: Is he a teacher? Teacher's answer: No, he is not. 2. Student question: Is he a football player? Teacher's answer: No, he is not. 3. Students question: Is he a president? Teacher's answer: Yes, he is now you right very good. Teacher's question: Now please describe about him. Student's answer: He is a president of United stated of America. His name is Donald Trump. Teacher's answer: you right very good. The teacher continued into other pictures and asked them to describe those again. Generally, some students used Bahasa toward distinctive words and phrases they were not familiar with the equivalents in English.

Once the teacher introduced the topic discussion by eliciting information about peoples' daily activity with providing exposure to words associated with instructional in pre-activity, then the teacher grouped them into several groups. Each group was comprised of 4 and 5 people that were provided with 5 minutes to prepare their every group had their own PC as a tool to study. Students in each group take it in turn to ask and answer the questions. Score formulated with 1 point to a correct question and 2 points to a correct answer.

The next activity students re-produced about things which they had done in previous activities. Teacher corrected students' mistakes and errors such as incorrect grammar, pronunciation, expression and fluently as well as provided reinforcement to teach speaking by teacher directly. As other students presented the games, some asked the teacher several questions about what they were going to do. They seemed to be motivated and had an eagerness to join class by participating themselves to an interactive learning by digital game-based learning. There are many kinds of

interactive pictures available on application. Students can have various kinds of materials that they can choose as they want. In this first cycle, most of the students did not get along to the class but not all. This occurred because they were still unfamiliar with the teaching model.

At the second meeting, the teacher measured students' speaking ability by distributing orally in form of questioning with 90 minutes length. From this test I found there were 21 students achieved target mastery of 71.69% with the percentage of completeness. In other words, there were 10 students were failed who got scores below 70 in accordance with the minimum standard specified. From this results students' speaking ability in which the material taken from quizzes as digital game-based learning could reach classically complete.

As an evaluation and reflection for the first cycle, I analyze the results of observation. Based on the analysis the observation result sheet showed that after the teacher taught by quizzes as digital game-based learning for students' speaking considered still unsuccessful. In teaching English for speaking ability classically pass strengthened by observation sheet which found students' enthusiasm to participate in the classroom process.

## Cycle Two

In this cycle, the teacher presented material about 'Agree and Disagree about government policy of education' as the main instructional to be involved. It was different from the first cycle, students asked to choose one side answer which was agree or disagree. If they agree it must be followed by some reasons. If they disagree it must be followed also for some reasons. Every answer was published directly on application. Quizizz made students involved effectively in learning by preparing; the pictures of certain government policy which taken from media. Students are divided into four groups. Group A asked group B. Group C asked group D. Such as: 1. Group A: Do you agree or disagree if the government implemented learning English by practice directly on field? Group B: No, we disagree with that policy because we love to study at school, students must study only in school. 2. Group A: Why practice English on field are not interesting for you? Group B: practice on field only take much cost for us. We don't have much money for it. Group A: So, money is primarily reason why do you disagree? Group B: Yes, that is right. Then, group C asks students in group D with similar questions. Finally, every group asks each other.

The progressiveness of students' learning was also seen in second cycles. The score grows more than before with 3.36%. Students responded to the material in highly confident even still view of them using Bahasa. They had difficulty to seek the translation from Bahasa into English. They responded more expressive and asked for the information related to topic taken up with, asking for teacher's help corresponding with the proper equivalence both Bahasa and English. In this stage students were more aggressive to deliver questions to the teacher. They freely seemed to express their ideas and give significant feedback.

As evaluation and reflection to determine students passing grade, we analyzed the learning process record on observation sheet. As explained in the previous paragraph that in this phase students involved more comparing than before. It was looked at from participation of students' response. In addition, analyzing test results is used as primary consideration in determining whether the research is successful or

not. After analyzing the data showed that denoted students were actively involved in the material that had been designed through quizzes as digital game-based learning. In this phase, students were also able to answer their teacher's questions well though there were several students still having questions to convoy.

There were 4 students who did not meet the completeness of criteria for scoring below 70. Meanwhile students who achieved a complete mark was 26 with 78.35 % of completeness. From these results, it proved that by implementing quizzes as digital game-based learning could improve students' speaking ability in school.

This section discussion had been conducted with focus on the use of implementing quizzes as digital game-based learning. This discussion based on how concept of quizzes as digital game-based learning could improve students' speaking ability in which the instructional material substantially adopted from quizzes. The reason for taking this concept is because I had observed teaching and learning in several schools corresponding on the same topic, namely speaking. It is interesting for me to take this title, in which I tried many times to synchronize of what the most challenging activities suit to the students especially in teaching speaking. From the relevant digital game-based learning that I took from different sources strengthen the eagerness to take this motion to be main priority as the instructional material to be taught.

## CONCLUSION

Based on the data findings of each cycle's activities. I come up to point to be drawn that teaching English for speaking skill for the ninth graders of students through quizzizz as digital game-based learning could improve students' speaking ability. The improving percentage of students achieving passing grade gained 71.69% in the first cycle and improved to 78.35 % in the second cycle.

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