Gamification Integrated with Collaborative Learning Strategy in Enhancing Students' Micro and Macro Speaking Skills

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Abstract
This study investigated the learning processes in applying gamification integrated with a collaborative learning strategy to enhance students' micro and macro speaking skills. Moreover, the students' responses toward implementing gamification combined with a collaborative learning strategy to enhance students' micro and macro speaking skills were explored. This study utilized qualitative design (a single case study) involving 25 students studying at an Islamic Boarding School in Cianjur, Indonesia. The data were gained through observation, interview, and open-ended questionnaires and analyzed qualitatively. The results indicate that implementing a collaborative learning strategy facilitates students to engage in interactive speaking experiences, promoting cognitive development through the balance of assimilation and accommodation. Applying this learning strategy fosters interdependence and individual accountability, allows students to negotiate meanings, and explores concepts collectively. Moreover, incorporating gamification with the collaborative learning strategy in the learning process, particularly the use of bingo games, is a playful element facilitating students to foster engagement, motivation, and learning experiences, encourage participation and collaboration among students, and enhance students' micro and macro speaking skills, i.e., pronunciation, vocabulary usage, and grammar, are essential for constructing coherent speech, discourse, and pragmatic competence. The speaking skills are crucial for meaningful interaction and relationship building. In addition, the students' perceptions toward the learning process show that the integration of gamification and collaborative learning strategy enables students to learn speaking effectively and joyfully.

1. Introduction

Speaking is one crucial English skill that should be mastered by EFL students in the global era. Seraj et al. (2019) argue that speaking is a productive language skill which is responsible for speakers and listeners to make oral communication for exchanging and sharing information to build comprehensive relationship. Similarly, speaking is a tool of social interaction, asking for, giving information, and expressing ideas verbally to other people (Mualimah & Sudrajat, 2023). Moreover, Lingga et al. (2020) state that speaking is the skills of humans to make sounds and express opinions from their minds.

Brown (2004) proposes micro and macro skills of speaking for performing good oral communication. The micro skills of speaking are related to the capabilities of the speaker to produce language, while macro skills of speaking focus on the ability of the speaker in using context and other things surround the speakers supporting the speakers to carry out good oral communication. The abilities are applied when the speakers perform oral communication. The micro skills of speaking cover, i.e. 1) produce differences among English phonemes and allophonic variants, 2) produce chunks of language of different lengths, 3) produce English stress patterns, words in stresses and unstressed positions, rhythmic structure and intonation contours, 4) produce reduced forms of words and phrases, 5) use an adequate number of lexical units words to accomplish pragmatic purposes, 6) produce fluent speech at different rates of delivery, 7) monitor one's own oral production and use various strategic devices

pauses, filter, self-corrections, backtracking to enhance the clarity of the message, 7) use grammatical word classes, systems tense, agreement, pluralization, word order, patterns, rules, and elliptical forms, 8) produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents, 9) express a particular meaning in different grammatical forms, and 10) use cohesive devices in spoken discourse.

Meanwhile, the macro skills of speaking recommended by Brown (2004) consist of 1) appropriately accomplish communicative functions according to situations, participants and goals, 2) use appropriate styles, registers, implicature, redundancies, pragmatic, conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations, 3) convey link and connections between events and communicative such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification, 4) convey facial features, kinesics, body language, and other nonverbal cues along with verbal language, 5) develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for the help, and accurately assessing how well your interlocutor is understanding you.

Yoestara & Putri (2019) state that speaking is a vital skill of communication that needs to be taught and one of the most substantial components of language learning. By mastering speaking skills, speakers and listeners conduct conversations, share information, give ideas, and exchange information (Lingga et al., 2020; Sadullaevna & Safarovna, 2020). The skill is actively applied to deliver message and meaning through the word and to maintain effective communication in the daily life (Seraj et al., 2019). Thus, speaking skills greatly contribute in mastering English (Brown, 2004).

However, in some cases, many EFL students consider that learning speaking is complex and challenging. The challenges of learning speaking are linguistic problems consisting of lack of pronunciation, lack of vocabulary, and lack of grammar (Abadi, 2021). Moreover, the scenario of learning English speaking skill in EFL context is not an easy task and some learners even encountered some challenges in developing speaking skills (Seraj et al., 2019). The other challenges of learning speaking cover nervousness, low capability of vocabulary and grammar, and unsupportive environment during learning processes (Ratnasari, 2020).

Moreover, in some cases, learning strategy applied in learning speaking is one of challenges in mastering speaking skills. Thus, students should select their learning strategies to make them aware in case of their learning processes (Wael et al., 2018). The learning strategies applied in teaching-learning processes contribute to success of students' speaking skills. Wenstein and Mayer (1986) argue that learning strategies is the behaviors and thoughts that a learner applied during learning and intended to influence the learner's encoding process. Besides, learning strategies are techniques, approaches or thoughtful actions that students apply in the learning and recall both linguistic and content area information (Chamot, 1987).

One of learning strategies applied in learning speaking is collaborative learning strategy. Collaborative learning strategies play a vital role in enhancing a conducive learning environment wherein students actively engage with peers to acquire knowledge and develop essential skills (Salma, 2020). Some researchers explored the implementation of collaborative learning strategy in language learning. One of them is Salma (2020) investigated the effectiveness of collaborative learning to promote language development. The next study was conducted by Agustina (2022) examining the use of collaborative learning in ESP course to strengthen students' oral communication skill. Moreover, Sembiring & Dewi (2023) investigated the implementation of collaborative learning method in speaking class focusing on students' view. Besides, Moises (2024) explored the concept of collaborative learning strategy. In addition, Babiker (2018) examined the improvement of students' speaking skills in EFL classes through collaborative learning.

Referring to the illustration, most studies investigated the implementation of collaborative learning strategy to improve students' speaking skills. However, the research explored the implementation the collaborative learning strategy combined with gamification to foster students' speaking skills is limited. Thus, the study investigated gamification integrated with collaborative learning strategy to enhance students' micro and macro speaking skills is crucial to conduct. In this case, the concept of the micro and macro speaking skills are recommended by Brown (2004). The research highlighted two primary issues, i.e., 1) the learning processes in applying gamification integrated with

a collaborative learning strategy to enhance students' micro and macro speaking, and 2) the students' responses toward implementing gamification combined with a collaborative learning strategy to enhance students' micro and macro speaking skills were explored.

2. Method

This study highlighted the learning processes in applying gamification integrated with a collaborative learning strategy to enhance students' micro and macro speaking skills, and the students' responses toward the implementation of the learning process. This research used qualitative study focusing on a single case study. Creswell and Creswell (2018) argue that a qualitative study is a natural study of a particular phenomenon and a means to explore and understand the meanings of individuals or groups of a social or human problem. Besides, the qualitative study is a study to gain an in-depth opinion from the participants and to explore a specific social phenomenon in a particular naturalistic setting (Miles, Huberman, and Saldana, 2014).

This research was conducted at a private vocational school by involving fourteen students. Regarding the sample size, they were ready to take part in this study. It is in line with the statement of Flick (2018) that the number of research participants was one of the considerations for time efficiency in conducting the data analysis. In this study, the research instrument covered classroom observations, questionnaire, and interview. All participants took part in all data collection. The data were collected to find out the answers of the first and the second research issues.

In the observation session, all students participated in the learning process of speaking through gamification integrated with the collaborative learning strategy. The learning material was daily activities. The observation sessions were conducted in two meetings to explore the learning processes of speaking through gamification combined with collaborative learning to foster students' micro and macro speaking skills. Moreover, in the session, the students' responses toward the learning processes were explored. In this case, the students collaboratively learnt speaking focusing on daily activities conducted through Bingo and Race game. During the session, one of researchers played the role as the teacher teaching the speaking material while observing the learning processes through some interactions with the students. It means that in this study, the researcher positioned herself as a participant observer in exploring the learning process (see Miles, Huberman, and Saldana, 2014).

Having participated in the learning process, the students were posed some questions in questionnaire session. In the session, the students responded twenty open-ended questions covering ten questions applied to find out the answer of the first issue and the next ten questions used to gain the answer of the second issue. Thus, the questionnaire was employed to obtain the data of the first and the second research questions. In responding the questions, the students were free to express their responses because there was no answer choice for each question. Besides, the questionnaire was presented in Indonesia and the students responded to the questions in Indonesia. It facilitated them comprehend the questions of the questionnaire more easily.

The last data collection was interview. The session was conducted to gain the data to answer the first and the second research question concerning the learning processes of speaking through gamification combined with collaborative learning to foster students' micro and macro speaking skills and the students' responses toward the learning processes. In the interview session, two students (one high achiever and one low achiever) took part. The questions and responses of the interview were delivered in Bahasa Indonesia. It made the students free to express their ideas. The questions covered ten questions exploring the data of the first research issue and the next ten question investigating the data of the second research issue. The data gained from the observations, questionnaire, and interview were analyzed qualitatively. Furthermore, the data were interpreted into two categories by referring to the research issues.

3. Results and Discussion
3.1 Results

The data were collected through observation, open-ended questionnaire, and interview. All data were gained to find out the answer the first and the second research issue. The first issue investigated the learning processes of speaking through gamification combined with collaborative learning to foster

students' micro and macro speaking skills. Meanwhile, the second one examined the students' responses toward the learning processes. The results of each data collection is elaborated below.

The observation was conducted in two meetings by focusing on learning speaking and discussing daily activities. The teaching-learning process of each meeting was conducted through integrating games and collaborative learning. In the first meeting, the students learnt the oral daily activities using bingo game combined with collaborative learning strategy. Meanwhile, in the second meeting, they learnt the material through racing game integrated with collaborative learning strategy. In this study, the concept of collaborative learning proposed by Reid et al. (1989) was applied in the learning processes. The collaborative learning strategy consists of five phases, i.e., 1) engagement, 2) exploration, 3) transformation, 4) presentation, and 5) reflection.

In the first meeting, the learning process of speaking was begun by conducting engagement. In the phase, the students were engaged in a brief discussion concerning their daily activities. In this case, the teacher asked some questions concerning daily activities, such as a) what time do you wake up? b) what is your favorite daily activities? Then, the students responded it by expressing various activities. Afterwards, they continued the learning activities to the second phase, exploration.

In the phase of exploration, the students learnt some phrases of daily activities, i.e., wake up, brush teeth, have breakfast, go to school, do homework, and go bed. In this phase, they learnt how to pronounce the phrases correctly through some model of the pronunciation. Then they imitated the phrases and practiced pronouncing the phrases in groups.

In the third phase, transformation, the students in groups reshaped the learning material concerning daily activities through Bingo game. In playing the Bingo, the students learnt the phrases in groups. The box of Bingo was filled by some phases of daily activities they had learnt in the previous phase. As the groups were able to pronounce the phrases correctly, they got the points. The group who made a line in the Bingo in selecting the phrases of daily activities and pronounced them correctly, the group was the winner. Next, in the phase of presenting, the students discussed in groups to compose and express some sentences orally using the phases they pronounced in the Bingo, i.e., in the morning I wake up and have breakfast, I go to school, I do homework.

The last phase was reflection. In this phase, the students and the teacher analyzed the learning process and identify the strengths and weaknesses in the learning processes they went through. Moreover, they discussed some ideas on how their learning can be improved and shared their experience in learning speaking of daily activities through Bingo integrated with collaborative learning.

In the second meeting, the learning activities were similar. The students learnt oral daily activities through collaborative learning strategy but different game. In this meeting, the collaborative learning strategy was combined with race game. The students' activities in the engagement and exploration phases were similar with their activities in the first meeting. In the phases, the students were engaged in a brief discussion concerning their daily activities and practiced pronouncing the phrases in groups.

In the phase of transformation, they learnt the daily activities using race game. The played the game in group consisting of 3 students per team. Each team had a race car in a track presented in the whiteboard. The teams took turn to answer some questions concerning daily activities, such as, what do you do in the morning? Each team had thirty second to discuss and deliver an answer. For every correct answer, the car moved forward on the race track. The team reaching the finish line first was declared to be the winner.

Then, in the presenting phase, each team had to perform a short dialog in turn using the questions and answers they expressed in the race game. In this phase, they performed the short dialog in front of the class without looking at some notes. In the last phase, reflection, the students' activity was as same as the first meeting. In the phase, they analyzed the learning processes of speaking using race game. Besides, they shared some ideas to improve their achievement. In addition, they shared their feeling and motivation in learning speaking of daily activities through collaborative learning combined with race game.

Having finished the learning processes, all students as research participants responded twenty questions of the open-ended questionnaire on papers. the questions were presented in Indonesia to make them free in expressing their ideas. The questionnaire was applied to find out the answer of the first and the second research questions. Regarding the first research question, the students got ten questions concerning the learning processes of speaking of daily activities using Bingo and Race game combined

with collaborative learning strategy. For the second research question, the questions discussed the students' responses during the learning processes. In this case, their responses focused on their feeling and opinion related to the learning processes. The results show that during the learning processes through gamification integrated with collaborative learning strategy learnt the phrases of daily activities fast and pronounced the phrases correctly. Moreover, they showed positive responses during the learning processes by expressing enthusiastic gesture and high confidence in expressing the phrases and sentences of daily activities orally.

In the last session, two students (one high achiever and one low achiever) were selected to take part in interview session. The interview was implemented to gain the data concerning the first and the second research questions. In this session, each student was posed twenty questions exploring the data of both research question. The questions and the responses were expressed in Indonesia. The session was conducted after the observation and questionnaire session were accomplished. The results indicated that during the learning processes of speaking, the high achiever was able to comprehend and pronounced the phrases easily and correctly. However, the low achiever got trouble in repeating the pronunciation and needed more practices. Nevertheless, they were happy and excited during the learning processes and show positive responses in the learning speaking through the gamification integrated with collaborative learning strategy.

3.2 Discussion

This study highlighted two issues, i.e., the learning processes of speaking through gamification combined with collaborative learning to foster students' micro and macro speaking skills, and the students' responses toward the learning processes. The data obtained through observation, questionnaire, and interview.

The results of all data show that the implementation of Bingo and race game integrated with collaborative learning strategy in learning speaking particularly daily activities enhance students' micro and macro skills of speaking. Moreover, the students express positive responses during the learning processes of speaking.

It is manifested in students' activities in playing the Bingo and Race game integrated with the phases of collaborative learning (see Reid et al., 1989). In the first phase, engagement, the students were willing to respond some teachers' question concerning daily activities. However, some students expressed their responses in Indonesia. It means that in the first phase, the students' micro and macro skills of speaking had not developed yet. Nevertheless, they showed high motivation and interest in participating in the learning processes. It means that the students' response is positive.

Next, in the phase of exploration, having watched some models, the students were able to imitate the pronunciation of some daily activity phrases, i.e., wake up, brush teeth, have breakfast, go to school, do homework, and go bed. Although, some students got trouble in imitating the pronunciation, they learnt hard to pronounce the phrases correctly. It means that the students are able to produce differences among English phonemes and allophonic variants. The finding is relevant with the concept of micro skills of speaking proposed by Brown (2004). Besides, they efforts show high response in learning speaking.

In the transformation phase, the students were capable of reshaping the learning material concerning daily activities. In this phase, they were able to pronounce the phrases of daily activities correctly through playing Bingo game. In learning speaking through Race game, the students were able to answer some questions concerning daily activities correctly, for instance, what do you do in the morning? Although only one group was declared to be the winner, the other group was enthusiastic and enjoyed the learning processes through the games. The findings indicate that the students are capable of producing chunks of language of different lengths and using grammatical word classes (i.e., noun, verb), systems tense, agreement, pluralization, word order, patterns, rules, and elliptical forms. The results are in line with the concept of micro and macro skills of speaking recommended by Brown (2004). Moreover, in this phase, the students show high response in the learning process of speaking.

In the phase of presenting, the students were able to compose and express some sentences orally and confidently using the phases they pronounced in the Bingo, i.e., in the morning I wake up and have breakfast, I go to school, I do homework. Moreover, the students were able to perform a short dialog the questions and answers they expressed in the Race game. In this phase, they performed the short dialog

confidently without looking at notes in front of the class. It means that the students are able to use grammatical word classes, systems tense, agreement, pluralization, word order, patterns, rules in expressing the short dialogs. Moreover, they are able to accomplish communicative functions according to situations, participants and goals, as well as interpreting the meaning of words. The findings are relevant with the concept of micro and macro skills of speaking recommended by Brown (2004). In addition, the students' confidence shows high response during the learning process of speaking.

In the reflection phase, the students were able to analyze the learning processes of speaking through Bingo and Race game combined with collaborative learning strategy. Besides, they shared some ideas to improve their achievement. In addition, they shared their feeling and motivation in learning speaking of daily activities through collaborative learning combined with race game. it means that they show positive responses toward the learning processes. Thus, the learning process of speaking run well with minor trouble.

Referring to the illustration, it is assumed that the learning process of speaking through the integration of gamification and collaborative learning facilitates students to develop their micro and macro skills of speaking. The micro skills of speaking focus on the student's capability to produce and use language, meanwhile macro speaking skills concern to the student's ability in integrating context and other elements supporting them to conduct good oral communication. Good oral communication run well as student master micro and macro skills of speaking in using language. Moreover, the students' positive responses in learning process of speaking contributes to the learning goal. As students enjoy the learning processes, the learning goal can be achieved without any significant trouble.

4. Conclusion

The findings gained from all data show that the implementation of Bingo and race game integrated with collaborative learning strategy in learning speaking particularly daily activities enhance students' micro and macro skills of speaking. Moreover, the students express positive responses during the learning processes of speaking.

The learning process of speaking through gamification combined with collaborative learning enables students to foster their micro and macro skills of speaking, i.e., a) the students are able to produce differences among English phonemes and allophonic variants, b) the students are capable of producing chunks of language of different lengths and using grammatical word classes (i.e. noun, verb), systems tense, agreement, pluralization, word order, patterns, rules, and elliptical forms, c) the students are able to use grammatical word classes, systems tense, agreement, pluralization, word order, patterns, rules in expressing the short dialogs, d) the students are able to accomplish communicative functions according to situations, participants and goals, e) the students are able to interpret the meaning of words and sentences.

The micro skills of speaking highlight the student's capability to produce and use language, meanwhile macro speaking skills focus on the student's ability in combining context and other elements supporting them to have good oral communication. Students are able to perform good oral communication as they master micro and macro skills of speaking. In addition, the successful learning process and learning goal of speaking are influenced by the students' positive responses.

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