Need Analysis for the Development of E-Module Speaking Based Gamification to Improve Students' Intercultural Understanding

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ABSTRACT

COVID-19 outbreak is a recent global issue that has significantly impacted education, one of which is the shift in teaching strategies, as all activities currently involve online learning. This prompts the lecturer to offer suitable instructional materials and media for evaluating students' proficiency following online learning objectives. This study aimed to obtain initial data as a requirement for developing e- module speaking based gamification to improve students' intercultural understanding. Data collection techniques were carried out using questionnaires and interviews. Data were analysed using descriptive analysis. The needs analysis results show that speaking online-based teaching sources are needed to support the learning process. The utilization of appropriate media required by most of the students is game. Besides, the learning topics expected are related to daily life therefore, the students can talk about things that are close to their everyday routines and their surrounding environment. Then, related to the cultural values for the e-module, most of the students agreed that target culture and source culture values were essential to integrate into the e-module content.

Keywords: Speaking, Gamification, Intercultural Understanding

1. INTRODUCTION

Covid-19 has put the school sector in a precarious predicament [1]. Student learning outcomes are affected due to the unpreparedness of teachers and students to implement online learning during the pandemic. The Ministry of Health policy regarding restrictions on interaction between individuals is suddenly issued. It causes the campus to change the learning process into online learning immediately. Online learning requires much preparation on the part of educators, students, and teaching materials that are adjusted for online-based teaching, particularly when it comes to the preparation of speaking teaching materials.

Based on the results of interviews with the lecturer in the English language study program at Universitas Maritim Raja Ali Haji, it was found that the teaching sources and media used in speaking courses were still the same as offline teaching. There were no teaching materials specifically designed for online learning. This was one of the factors that reduced the effectiveness of online learning because lecturers only shared photos of teaching materials in each meeting. As for students, they can only access learning materials when the lecturer distributed the learning material to them. This certainly would not happen

if the students had teaching materials that could be read before coming to the class. Therefore, an alternative that needs to be done to overcome this problem is to develop an e-module for learning speaking.

Prior studies have demonstrated how crucial it is to do need analyses in order to determine the resources and teaching strategies that are truly in line with the needs of students [2], [3]. According to Frendo, the fundamental responsibility of an educator is to gather and analyse a lot of data to make sure the teaching and learning process is successful and efficient. It implies that data gathered through need analysis truly aid in providing students with appropriate learning materials and media. In line with Frendo's opinion, more particularly Haque contends that doing a requirement analysis allows lecturers to adjust the curriculum, methodology, and learning approaches, as well as define learning objectives and lead the selection of instructional materials [4]. In conclusion, conducting a needs analysis is the first step in creating curriculum materials, instructional strategies, and teaching media to help students become more motivated and successful.

A different study discovered that it is crucial to comprehend how students view their demands for English by figuring out their backgrounds and the variables that affect how their language needs vary [5]. That item is vital to include as constructive information in the curriculum preparation process. Another study found that carrying out a requirements analysis assists in determining whether a course is appropriate for the objective of helping learners acquire a language, as well as how to make the program's various components better suited to the needs of the learner [6]. Additionally, Boroujeni and Fard contend that requirements analysis can help in the evaluation of already-existing programs, and if flaws are discovered, it can help in identifying the modifications that could be appropriate for the situation.

According to prior studies, needs analysis is crucial to teaching because it allows lecturers, students, teaching materials, and teaching procedures to integrate harmoniously in order to increase the learning process. The purpose of this study is to present the need analysis of developing teaching materials for the speaking course. The learning material developed is an e-module for students of the English language education study program at Universitas Maritim Raja Ali Haji. This research is part of a number of other research projects that purposes to develop a speaking e-module for speaking course. This research is important to do in order to determine the design of materials, strategies, and media used in developing the e-module.

2. METHOD

This study is a modified 4-D model developed by Thiagarajan and Semmel, and consists of four stages: definition, design, development, and dissemination. The development stages used in this study were modified by Noto, reaching only a limited testing (development) stage [7]. Define is the first step to establishing the terms of learning requirements. There are five stages in define: front-end analysis, student analysis, concept analysis, task analysis, and specifications of the learning objectives. Design is the second phase of this research. Designing the e-module is carried out by creating speaking material and activities or exercises based on the result in the first stage. The last step of this research

is development. This stage aims to validate the product's initial design through expert appraisal and test it in the field. Since this research is the first of the entire stages, this study was carried out to present the result of the need analysis for developing the e-module.

The subjects in this research are all parties involved in designing and developing speaking e-module based gamification to improve students cross culture understanding such as a speaking lecturer in the English Education Study program and students who would use the e-module. 40 students took English for General Communication in semester 2, consisting of 15 male and 25 female students. The data on lecturers' and students' needs were collected through questionnaires and structured interviews. The research result is reported using descriptive statistics by displaying data statistics and explaining the data.

3.   RESULT

Speaking for the General Communication course for students of Universitas Maritim Raja Ali Haji, the English language education study program is a compulsory subject that must be taught to every student in the second semester and has a load of 3 credits. As with other compulsory lectures, the English education study program's Speaking for General Communication class is held once a week with a total of 40 students. Based on the survey results of students' English proficiency, 75% are beginners (Intermediate), and 25% are at the advanced level. Most of them are at an intermediate level, but most of these students do not use English actively in daily communication and only use English for discussions or presentations in their classes.

Based on the survey conducted, the first question asked about the students' goals in learning English. The most chosen answer is to communicate actively in everyday conversations or topics close to everyday life, as much as 35%. This shows that students feel they need English language skills because in the future, they want to use English actively, and this will also help them deal directly with their career needs that demand fluency in communicating using English. The second highest answer, as much as 30%, is the student's expectation of understanding English grammar in both reading and conversation. When they are proficient in the use of grammar, this can make it easier for them to speak and understand reading and writing. The following percentage of the answers, as much as 15%, is to understand written texts such as books, journals, essays, and reports in English. The minimum number of answers is located on the fourth and fifth points. The fourth point is being able to understand the content of conversations, speeches/lectures, and reports in English, as much as 10%, and the fifth point as much as 10%, is to be able to write or make reports or articles in English. The percentage in the form of a diagram is as follows:
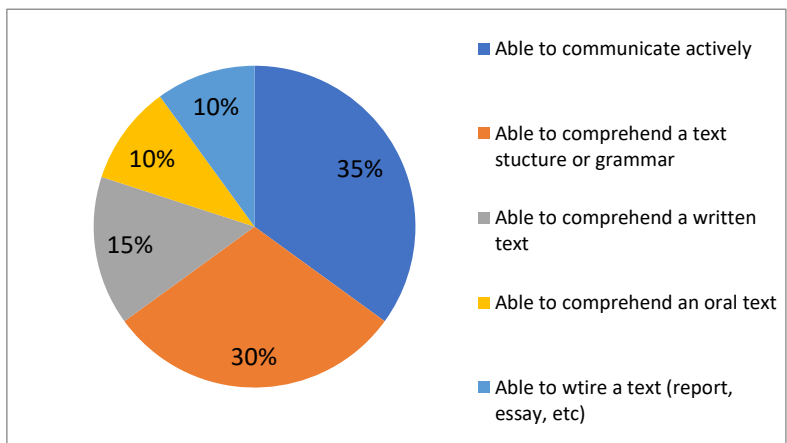
Figure 1. Students' goals in learning English

The next question asks about the skills considered important in learning English. Most of the student's answers to the questions are speaking ability, which is 35%. This shows that students have a high awareness of the importance of speaking skills, where all the activities they do now (studying) and later (related to their career) require them to master good communication skills. In second place is followed by mastery of grammar by 25%. Next is the ability to comprehend a text (reading) by 20%. The fourth place is listening ability 10%, and the last is writing ability 10%. The conclusion that can be drawn from the two figures above is that students consider the ability to speak or communicate to be an indication of success in learning English. The percentage of the second question can be seen in the following figure:
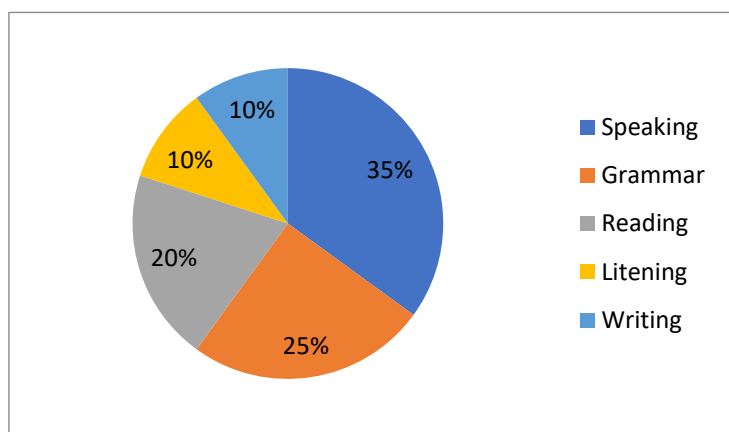

Figure 2. The most important skill in learning English

The next question is about what topics or materials the students want in an online speaking class. Some of the topics offered are considered important for the students because these topics are related and in accordance with current conditions and developments. This shows that they expect learning activities that supports their need to communicate actively, especially about things that are close to their daily lives. Regarding the topic they chose, "daily life" was the most chosen topic, namely 44%. This topic will really help students to recognize and be able to talk about the surrounding environment.

This topic will also help students understand expressions of daily routine in English. The next topic that was chosen the most was the topic of "technology" which was as much as 22%. Furthermore, the topic that was chosen the most was "culture" at 17% followed by the topic "life style" at 11%, this topic discussed the latest lifestyle developments and the last one was "literature" at 6%.
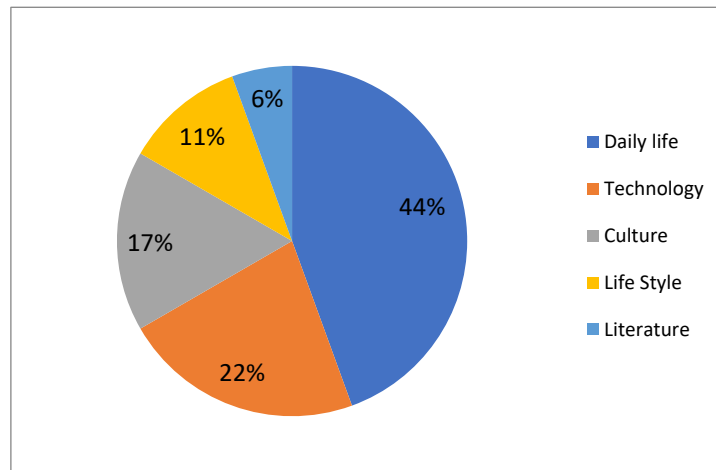

Figure 3. *Topics or materials students want in an online speaking class*

Question four is what kind of learning media is expected in the online learning process? The use of games as a medium for an online speaking class is chosen by 35% of students. There are so many online games that can be used for online learning; most of them can be interactive learning media to increase students' enthusiasm for learning speaking. In this case, of course, the role of the lecturer is needed to choose games that are in accordance with the objectives of learning speaking. Furthermore, 30% of the students chose video and 20% of the students chose audio and image as a learning medium selected at least 15%. The online learning media used must be in accordance with the learning platform used so that the learning process can be conducted effectively. The selected learning media must also be accompanied by appropriate learning strategies that can improve students' abilities by using the media. In this case, the role of the lecturer is very important to arrange creative learning activities by utilizing appropriate technology that matches student competencies. Details of the percentage can be seen as follows:
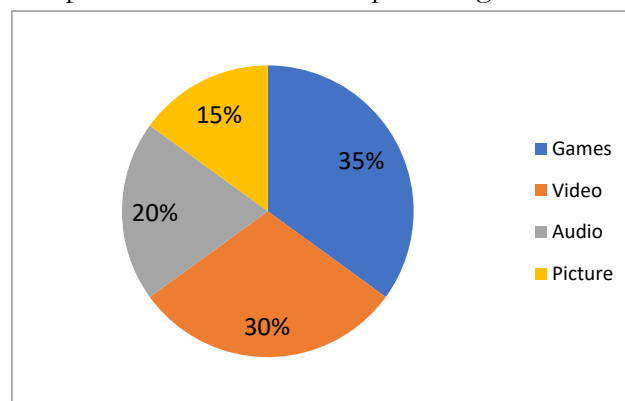

Figure 4. *Online learning media expected in learning speaking*

The fifth question is what culture should be integrated in learning speaking. Integrating the target culture and local culture was the most common answer, 85% of students chose this answer. This illustrates that students consider cross-cultural understanding important in learning languages, including in learning speaking. They consider understanding the target culture important because it will help them understand the context of using expressions in English appropriately. Meanwhile, they consider understanding local culture vital because it is their own culture, identity, and culture they will encounter in their daily lives. From the results of student choices seen in the diagram below, it can be concluded that students hope that elements of the target culture and source culture will appear in learning speaking. This will broaden students' communication perspective and certainly help students in cross-cultural communication.
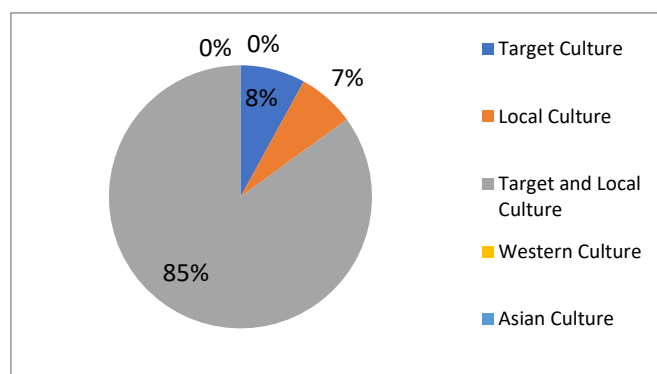
4.   DISCUSSION

The results of the questionnaire and the findings from the interviews with English lecturers who interact with students from the Department of English Education are discussed in the section that follows.

4.1.   Target Analysis

The need of the online speaking class in English language education study program at Universitas Maritim Raja Ali Haji is the appropriate learning media. Based on the interview with one of the speaking lecturers it was found that there was no learning media designed by the lecturer before. The previous learning sources, offline and online class, were adopted printed books. Based on the purpose of speaking for general communication course objectives, the competences needed by the students is basic communication competence. It is crucial since the students are expected to get familiar with the spoken expression and able to use their English in daily communication. Speaking for general communication include features of employing interactive language as a tool for communication. Learning speaking for everyday conversation requires at least four micro skills, including fundamental grammar knowledge, a strong vocabulary, clear pronunciation, and appropriate intonation for the situation [8]. The four micro skills can be mastered through practice to use the language frequently in daily activities. It's in line with Thronbury who recommends to not only learning the theory of the speaking skill but also implementing the theory in systematic activities to achieve better competence in speaking [9].

The questionnaire results indicate that learning English aims to enable students to communicate actively in English. This is relevant to the examination of the students' learning objectives. In other words, they truly want to be able to communicate effectively and speak fluently in order to be ready for the demands as English students. In order to boost student enthusiasm in studying and meet their career objectives, the learning process must consider the demands of students in accordance with their learning needs [10]. Furthermore, one of the demand has to be fulfilled is using English actively in daily communication and be able to express the general language function in communication.

4.2. Analysis of Learning Needs

In relation to teaching materials that are suited to the student's main need, the result of questionnaire shows that the topic about "daily life" is considered as the most important. These subjects significantly aid in students ability to comprehend and discuss their surroundings. Additionally, this subject will aid students in their understanding of English expressions for regular daily tasks. This is consistent with Lee's assertion that providing English study resources that are relevant to the student's primary topic will be very helpful in preparing students to actively using English in communication [11]. Additionally, since the offered information is in line with what they want, it can enhance students' motivation to learn English [12]. Thus, it is intended that by providing students with instructional materials that are in line with the fundamental skills they must possess, they would be able to develop their English skills.

From the finding it was learned that interested learning media become an attraction for the students to learn English. Students are triggered to learn when media is more accessible to them [13], [14]. The media used in online speaking class is expected to create innovative and interactive speaking activities. Students chose the use of media in the form of online games to enhance their learning process in speaking class. The students' choice is supported by the concept of "gamification" which provides an interesting learning by using games design in learning setting [15]. Gamification is also a concept that accommodates the students with various experiences that are similar to that of playing games at the time of learning [16], [17].

The integrated cultures that are expected by most of the students are source and target cultures. According to Baker the combination of speaking material with the cross-cultural values is an ideal one since both the source and target cultures allows learners to communicate in a broader perspective [18]. The target cultural understanding let the students to reduce misunderstandings caused by cultural differences [19]. Whereas, source cultural understanding makes the students realize the linguistic foundations of their cultural side and appreciate their own culture, then causes they have more sophisticated and broad communication. Therefore, it is needed to put the cross cultural values in the speaking material to increase students' intercultural understanding.

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