



---

---

## Gamified Learning Unleashed: Mastering British Accents with Nearpod

---

---

Ichi Ahada

---

Mulawarman University, Indonesia

---

ichiahada@fkip.unmul.ac.id

---

ichiahada@fkip.unmul.ac.id

---

Paper received: December-2023; Accepted: January-2024; Publish: February-2024

---

### Abstract

Finding out if gamification affects students' Listening comprehension at the early university level is the goal of this study. With a quantitative research design, this study employs a quasi-experimental method. In total, 34 students were chosen by the researcher to participate in the experiment. Three meetings were used for pre- and post-tests by the researchers while gathering data. In experiment classes, the average pre-test and post-test scores are 0,62 and 4,67. From the statistical test, discovered *Asymp.Sig (2-tailed)*= 0,000 < 0,05 so  $H_a$  accepted and  $H_o$  rejected mean that there is the difference of result of studies before and after using nearpod gamification for listening to British accent. Researcher can therefore conclude that the listening students at Mulawarman English Education are significantly impacted by the use of Nearpod gamification in the learning process.

**Keywords:** gamification, listening comprehension, Nearpod, British accent audio

---

### Copyright and License

Authors retain copyright and grant the journal right of first publication with the work simultaneously licensed under a Creative Commons Attribution 4.0 International License that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.



---

---

## 1. Introduction

From an academic perspective, Listening is an activity that demands a high level of concentration or focus in order to obtain information (Helwa, 2017). In the English language classroom, listening is crucial because it gives students exposure to learn language especially in early year of university student in English education (Morgana, 2019). By listening, students can develop an understanding of how different linguistic systems interact, which lays the groundwork for more proficient and effective language use. (Kalsum, 2021) state that one of the most crucial language skills taught in English classes is listening, and that improving this ability is essential for a deeper comprehension of the language. This indicates that since learners are actively involved in the communication process, it is one of the most pertinent skills in the acquisition of a target language (Park, 2011). Moreover, teachers lack



=====

the necessary training for it and listening is also the first skill that students should face in every proficiency test (Islam & Hasan, 2020).

According to the researcher's findings, the students struggle with Listening comprehension especially if the audio come from English British accent. This is supported by one of the lecturer interviewed from January 13, 2023. When Listening in English, students often struggle to identify the main ideas because they do not grasp the meaning of the words or sentences they listen (Azar & Nasiri, 2014). Around 25 out of the 34 told that they have trouble comprehending what words or sentences mean in English especially in British accent audio for listening practice and test. With limited vocabulary of British accent, the students find it difficult to comprehend the audio in its entirety because of their not too familiar with British accent and vocabulary before (Musdalifah, 2022). Consequently, a large number of students struggle with Listening comprehension and other Listening-related skills deficiencies (ZHANG, 2016). It's common for students to struggle with Listening audio especially if with British accent because all native speak unclear and fast for Indonesia students (Ilahiy & Kirana, 2023). Students don't listen much audio in British accents as well as they could when they are given to them at first. So that the reason why all of audio put in Nearpod and gamify the practice test.

With no comprehension what Nearpod is, students try for the first time and take a look of all Nearpod features, so lecturer introducing what Nearpod is and all features in it. And it turns out they like it. It comforts students to the test with it (Novita Sari, Ali AkbarJono & Martina, 2020). Nearpod provides a variety of interesting features to support learning activities, such as the Nearpod Library, material simulations, various activities such as quizzes and games, and various other interesting features (Lowry-Brock, 2016). Nearpod has a variety of interactive learning variations and can provide direct feedback (Musa & Al Momani, 2022). That way, a lecturer can design learning activities including material, questions, quizzes or games that are interesting and fun (Dewi, 2021). This Nearpod application is connected to Google and Microsoft Office. Therefore, a teacher who wants to

register or log in to Nearpod can use a previously owned Google or micro-office email account. If you don't have both accounts, a teacher can create a new email by writing in the email and password columns provided. If the account has been registered, teachers can log in to their Nearpod account by selecting log in as teachers. Next, lecturer can immediately start designing interactive presentations with a selection of available features. As a learning medium, teachers can optimize learning by designing presentations using the Media: Create or Interactive features (Paramita, 2023). Nearpod provides Slides, Slideshow, Slides (Classic), PDF, Powerpoint, Sway, Images, and Audio on Media Create. Meanwhile, in Media Interactive, Nearpod provides Video, Nearpod 3D, Simulation, Web Content, BBC Video, and VR Fieldtrip features. Teachers can combine a selection of available features into one interactive presentation (Lestari & Sihombing, 2022).

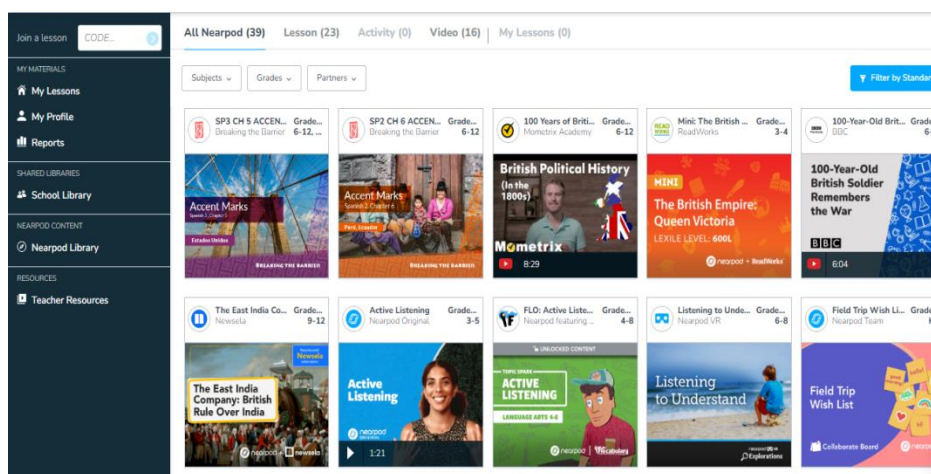


Figure 1. Nearpod Lesson

Apart from the Media features mentioned above, Nearpod also provides Activities features: Quizzes & Games, and Discussions. Activities Games and Quizzes namely Quiz, Fill in the Blank, Draw It, Memory Test, Matching Pairs and Time to Climb (Hakami, 2020). Meanwhile, Discussion Activities consist of Collaborate Board, Flip-grid, Poll, and Open Ended Questions. The Activities feature includes educational game activities that can be used to test, measure and see students' abilities, or be used as a strategy for evaluating learning that



=====

has been carried out. After designing learning activities, material can be distributed in two ways, namely using live participation or using student paced (Le & Doan, 2023). If using live participation, students must access Nearpod at the same time as the teacher. Lecturers who will control student learning activities at one time (Ariyani & Nurkhamidah, 2023). This live participation can be connected to Zoom so that teachers and students can interact in the forum (Qi et al., 2022). Meanwhile, in student paced, students can access Nearpod at any time, but according to the time determined by the teacher, students can re-read the learning material that has been provided. Lecturers and students need an internet network or cellular data to access Nearpod, either through live participation or student paced (Turahmah et al., 2023). Their Listening comprehension skills are severely lacking and lecturer try to encourage students with Nearpod. The reason for this is that the spelling of words in English varies frequently from their native tongue. There appear to be some issues with the classroom Listening instruction, according to the findings of an interview conducted with English education students (Islam & Hasan, 2020). Upon being presented with the Listening section, the students encounter numerous challenges (Zhao et al., 2019), (Xu, 2020). When the researcher asked the class why they weren't excited about Listening, it was evident from the tense faces of the students. Certain respondents expressed their fear of being ridiculed by their peers for making errors in Listening. Because they don't have enough vocabulary, students struggle to articulate their thoughts during the Listening process (Torres Rodríguez et al., 2023).

## 2. Method

Quantitative research involving two variables was the methodology used in this study. The research design in experimental, utilizing two classes: the controlled class and the experimental class. One method or approach to obtain samples is through sampling technique (Layali & Al-Shlowiy, 2020). Researcher at English department in Mulawarman University employed purposive sampling in this study, using early year University students as the study's object criteria. Several British accent audio used to teach Listening comprehension to



only the experimental class's students as the research's methods of instruction. The pre-test and post-test results used to compile the data. In this study, the effect of gamification learning in British accent audios on students' Listening comprehension with Nearpod assessed through the administration of a Listening test to the students. Pre-test and post-test implemented in the two sections of the test.

### 3. Findings and Discussion

The research sample consists of 34 students. The study yielded two sets of data: pre-test and post-test results. The data represent students' learning outcomes collected using a 5-item essay-based instrument. The analysis of pre-test and post-test results is presented in the following table.

Table 1. Student's outcomes in experimental class

Test	%	Mean
Pre-test 34 students	0%	7.72
Post test 34 students	23.53%	58.46

Both the U-Mann Whitney and the normalcy tests were performed as statistical analyses. First, pre- and post-test data are processed in statistical tests. The *Shapiro-Wilk* test's *Sig value* for the experimental class was 0.000, which was determined by the pre-test, within the experimental *Sig class*.  $< 0.05$ , meaning the data in the experimental class is not normally distributed. Based on the post-test normality test, the *Sig value* obtained in the *Shapiro-Wilk* test in the experimental class was 0.062. In the experimental class,  $Sig > U$ -*Man Whitney* test, a non-parametric statistical test, is used for hypothesis testing because one of the data from the pretest and posttest results is not normally distributed. The experimental class's data has a 0.05 distribution, indicating that it is normally distributed. The *U-Mann Whitney* test with a five percent significance level is one of the non-parametric statistical tests used in hypothesis testing and depends on the outcomes of the hypothesis test. At 0.000, the (*2-tailed significance*) value was found. When the statistical significance (*Sig 2-tailed*) is less than 0.05, either  $H_a$  or  $H_o$  is accepted or rejected. This indicates that there was a change in



=====

the learning outcomes of the students at English Education Mulawarman University between the pre- and post-implementation test with Nearpod when they were assigned to study with British accent audio listening material same as in (Syofyan & Husni, 2023).

Students' improvement to learn English for listening comprehension has increased, as evidenced by the data gathered through the Nearpod game strategy described in the preceding section. The results of the student's pre- and post-test scores, both in terms of mean and percentage, support it. Before receiving treatment, the students' score was lower than it was after demonstrating how to use Nearpod to increase motivation and comprehension for learning English through listening. By employing the Nearpod Game approach, as indicated in the table, the students demonstrated an interest in learning British accent audio through nearpod. The results of the pre-test and post-test (after) teaching and learning with Nearpod show a significant difference, which may expand their prior experience and knowledge. Mulawarman students' listening comprehension is good, according to data gathered from the pre- and post-tests.

To determine how much listening gamification with Nearpod test approach and practical method have influenced the mixture separation material, learning outcomes can be examined. A comparison between pre- and post-test results using the *N-Gain value* yields better learning outcomes for students. 3 students ( 8.82% ) were in the low category, 23 students into the medium category ( 67,65% ), 8 students fell into the high category ( 23,53%).

The frequency and rate percentage of the student's pre- and post-test results provide evidence for it. After utilizing the Nearpod game method to present in English learning, the students' score improved compared to their pre-treatment results. The test result indicates that there is a significant difference ( $2.0395 < 9.72$ ) between the *t-table* and *t-test*, indicating that the *t-table* was lower than the *t-test*. This indicates that the research shows that students are generally highly engaged with the material and possess strong Listening comprehension skills. Put another way, using the Nearpod to teach English listening comprehension is





beneficial. This corresponded to the students' rising pre- and post-test scores. Ultimately, the researchers find that improving students' literal Listening comprehension was a successful outcome of the use Nearpod gamification.

An improvement in student learning outcomes is evident when listening gamification with Nearpod held. A comparison of the *U-Mann Whitney* test results reveals that there were variations in the listening learning outcomes of the students before and after they were taught through gamification with Nearpod and how to maintain the British accent audio practices. *N-Gain* indicates that 67 points 65 percent of students fall into the medium category

#### 4. Conclusion

It was determined, based on the research findings and the subsequent discussion, that there was a significant distinction between the learning outcomes between two groups and showed improved learning outcomes: 3 students ( 8.82% ) were in the low category, 23 students into the medium category ( 67,65% ), 8 students fell into the high category ( 23,53% ). At the end of the study on the use of Nearpod at English Students, and based on the findings of the previous chapter, the researcher draws the following conclusions: the improvement in English learning comprehension ability at the early year University students of Mulawarman was very effective after using Nearpod Game. When employing the Nearpod game to improve their comprehension of English, the students showed interest. Although initially they felt that British accent audio was difficult, but once it was transferred to the Nearpod and also packaged in game form, students liked it and without any objections, in the end, all the lessons were found to be exciting.

#### References

- Ariyani, S. D., & Nurkhamidah, N. (2023). *The Use of Nearpod in English Language Learning at. 17(1)*, 51–57.
- Azar, A. S., & Nasiri, H. (2014). Learners' Attitudes toward the Effectiveness of Mobile Assisted Language Learning (MALL) in L2 Listening Comprehension. *Procedia - Social and Behavioral Sciences*, 98, 1836–1843.  
<https://doi.org/https://doi.org/10.1016/j.sbspro.2014.03.613>



- 
- Dewi, P. (2021). *Utilization of Nearpod as an Online Learning Media through Active Learning Strategies for Students*. 1–5. <https://doi.org/10.4108/eai.25-11-2020.2306753>
- Hakami, M. (2020). Using Nearpod as a Tool to Promote Active Learning in Higher Education in a BYOD Learning Environment. *Journal of Education and Learning*, 9(1), 119. <https://doi.org/10.5539/jel.v9n1p119>
- Helwa, H. (2017). Using Mobile Assisted Language Learning (MALL) Approach for Developing Prospective Teachers' EFL Listening Comprehension Skills and Vocabulary Learning. *Journal of Research in Curriculum Instruction and Educational Technology*, 3(4), 133–176. <https://doi.org/10.21608/jrciet.2017.24440>
- Ilahiy, N. D., & Kirana, D. P. (2023). *Proceeding of Integrative Science Education Seminar The Effectiveness of British and American Accents on Listening Comprehension to the Second Semester of English Department at IAIN*. 3, 33–39.
- Islam, A. B. M. S., & Hasan, M. (2020). The Effectiveness of Mobile Assisted Language Learning (MALL) on ESL Listening Skill. *NOBEL: Journal of Literature and Language Teaching*, 11(2), 188–202. <https://doi.org/10.15642/nobel.2020.11.2.188-202>
- Kalsum, I. (2021). NEARPOD AND STUDENTS' MOTIVATION IN ONLINE ENGLISH LEARNING Article Information. *International Academic Research Journal of Business and Technology*, 7(1), 2021.
- Layali, K., & Al-Shlowiy, A. (2020). Students Perceptions of E-Learning for Esl/Efl in Saudi Universities At Time of Coronavirus: a Literature Review. *Indonesian EFL Journal*, 6(2), 97. <https://doi.org/10.25134/ieflj.v6i2.3378>
- Le, H. H. Van, & Doan, T. K. O. (2023). EFL Students' Perceptions of Using Nearpod in Online English Learning. *ICTE Conference Proceedings*, 3(March), 98–117. <https://doi.org/10.54855/ictep.2338>
- Lestari, P., & Sihombing, L. H. (2022). Exploring a Digital Tool “Nearpod” To Improve Students' Skill in Writing. *Edupedia*, 6(2), 73–79. <https://doi.org/10.24269/ed.v6i2.1502>
- Lowry-Brock, M. R. (2016). The effect of using Nearpod as a tool of active learning in the high school science classroom. *Master Proposal*, July, 1–63. <https://scholarworks.montana.edu/xmlui/handle/1/10072?show=full%0Ahttps://scholarworks.montana.edu/xmlui/handle/1/10072>
- Morgana, V. (2019). A review of MALL: from categories to implementation. The case of Apple's iPad. *The EuroCALL Review*, 27(2), 1. <https://doi.org/10.4995/eurocall.2019.11024>
- Musa, M. A. A., & Al Momani, J. A. (2022). University Students' Attitudes towards using the Nearpod Application in Distance Learning. *Journal of Education and E-Learning Research*, 9(2), 110–118. <https://doi.org/10.20448/jeelr.v9i2.4030>
- Musdalifah, M. (2022). Dialect of American and British English Style through Listening Material Analysis : Language Learner's Perception. *JOEY: Journal of English Ibrahimy*, 1(2), 43–55. <https://doi.org/10.35316/joey.2022.v1i2.43-55>
- Novita Sari, Ali AkbarJono, & Martina, F. (2020). The effect of Gamification on Students Reading Comprehension. *The Effect of Gamification on Students' Motivation in*





---

*Learning English*, 3(1), 29–33.

Paramita, P. E. (2023). Exploring Student Perceptions and Experiences of Nearpod: A Qualitative Study. *Journal on Education*, 5(4), 17560–17570.

<https://doi.org/10.31004/joe.v5i4.4249>

Park, Y. (2011). International Review of Research in Open and Distributed Learning A Pedagogical Framework for Mobile Learning : Categorizing Types A Pedagogical Framework for Mobile Learning : Categorizing Educational Applications of Mobile Technologies. *International Review of Research in Open and Distributed Learning*, Volume 12(Issue 2), 78–102.

Qi, Y., Shen, E., & Xue, S. (2022). Applying Nearpod to 11th Grade to Improve Classroom Interactions. *Proceedings of the 2021 4th International Conference on Humanities Education and Social Sciences (ICHESS 2021)*, 615(Ichess), 1791–1796.

<https://doi.org/10.2991/assehr.k.211220.303>

Syofyan, R., & Husni, M. (2023). Pengembangan Media Pembelajaran Interaktif Berbasis Nearpod Untuk Meningkatkan Hasil Belajar Ekonomi. *Jurnal Ecogen*, 6(3), 422–433.

Torres Rodríguez, D. A., Armijos Ramírez, M. R., Criollo Vargas, M. I., & Salazar Chamba, E. M. (2023). Gamification strategies on the development of English listening comprehension skills. *Revista Multidisciplinaria Investigación Contemporánea*, 1(2), 30–57. <https://doi.org/10.58995/redlic.ic.v1.n2.a51>

Turahmah, A., Djunaidi, D., & Jaya, A. (2023). Nearpod Website Strategy in Increasing Students' Listening Ability. *Esteem Journal of English Education Study Programme*, 6(1), 94–99. <https://doi.org/10.31851/esteem.v6i1.10220>

Xu, Q. (2020). Applying MALL to an EFL Listening and Speaking Course : An Action Research Approach. *The Turkish Online Journal of Educational Technology*, 19(4), 24–34.

ZHANG, Y. (2016). The Impact of Mobile Learning on ESL Listening Comprehension. *DEStech Transactions on Social Science, Education and Human Science*, icaem.

<https://doi.org/10.12783/dtssehs/icaem2016/4290>

Zhao, X., Wang, Y., Liu, Y., Xu, Y., Meng, Y., & Guo, L. (2019). Multimedia based teaching platform for english listening in universities. *International Journal of Emerging Technologies in Learning*, 14(4), 160–168. <https://doi.org/10.3991/ijet.v14.i04.9690>