Increasing students' pronunciation through battleships games

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Abstract – the aim of this study is to detect the ability of Students' English Pronunciation through Battleship Games. The data of this research was Students' Pronunciation that's about Sound and Phonetic in particular, with the data sources was 28 pre-intermediate level students of English Department STAIN Mandailing Natal. This paper focused on implementing Battleship Games as a Learning method for Increasing Students' Pronunciation which funny, attractive and accessible, the research method of this study uses qualitative research. It uses observation, Interview, Implementation and test as the instrument for collecting the data. The Procedure of collecting the data is the researcher observe the class, then implementing Battleship games to the class by pre-test and post-test, evaluate the class, after that doing interviewing to the class about the learning method. The result of this study showed that Battleships games is very effective to increase students' pronunciation, it is shown based on their ability in pronunciation the sound and phonetic is very well, they're also attractive and enjoy in the class during playing these games, they more confidence to pronounce some sounds and phonetics than previous lesson, they can also practice their pronunciation without knowing it during playing Battleship games. Based on those, it can be concluded that the interesting games will affect to the students' pronunciation ability, and making students talking all the time (STT) is very valuable for their achievement in language.

Keywords: pronunciation, sound and phonetic, battleships games

1. Introduction

The use of sound production to make meaning in speech is referred to as pronunciation. To put it another way, pronunciation refers to the way a word is spoken. It includes a language's consonants and vowels (segments), as well as elements of speech such as stress and sound. Despite the fact that the talks appear to be independent, they are actually functioning together. As a result, the difficulty of each may have an effect on someone's pronunciation. It's about how easy or difficult it is to grasp his or her pronunciation. The way a letter, a collection of letters, or a word sounds when spoken, or the way someone says something, is called pronunciation (Putrawanyah et al., 2020), Argawati, 2014).

The original language, age, quantity of exposure, phonetic aptitude, motivation, and care for proper pronunciation are all elements that affect pronunciation accuracy while teaching pronunciation. Furthermore, it is self-evident that students' age or phonetic ability cannot be changed. They can only help to increase exposure and motivation to a limited extent. Pronunciation is defined as the act of making the sound of speech, which includes articulation, vowel production, accent inflection, and intonation, and is frequently used to refer to the correctness or acceptability of the spoken sounds.(Aminah, 2014)(Assessing speaking, 2012)

The following methods can be used to boost motivation and concern for proper pronunciation: a) Convincing students of the necessity of proper pronunciation in facilitating communication. b) Emphasizing to the students that the aims of communication are intelligibility and communicative efficiency. c) Concerning the pronunciation of learners and their progress. The third item is the most crucial for the job of the teacher (Guan et al, 2018).

Pronunciation is an important part of communicative ability because it affects both the desire to use the language and the quantity and quality of input and output produced. This chapter examines the methodologies, tactics, and activities that are recommended for teaching pronunciation. So, it can be concluded that pronunciation is the important skill to communicate with each other, and it can be crucial for increasing their speaking with using the good pronunciation (Hinkel, 2018, Pratiwi, 2020)

Teaching pronunciation should be viewed as "teaching how to speak" rather than "correcting problems." Learners who begin with a concentration on pronunciation at the novice level develop a valuable meta language, which includes concepts like 'stress' and 'unstress,' 'weak form,' 'rhythm,' and 'schwa,' among others. Whereas pronunciation in pre-intermediate level develop sound and phonetic symbol.

In STAIN Mandailing Natal, especially Students in English Department where the researcher was taken place. The researcher discovered learning issues. Students, teachers, strategies, and learning facilities all contribute to English speaking ability. The following are issues with the classroom learning process: 1) Some students are frightened to make mistakes in front of their classmates. 2) Some pupils frequently inquire for English terminology in order to construct a sentence. 3) The kids have trouble expressing themselves verbally. 4) It takes the students a long time to write and pronounce a single sentence. 5) Some people are unsure of what they are discussing. The pupils also displayed other issues based on personal student information, such as a lack of self-confidence, fear of making mistakes, shyness toward others, anxiousness, difficulty speaking English, never practicing, and having nothing to say.

Sayuri was the first to notice these issues. His research discovered that children struggled with pronunciation, fluency, grammar, and vocabulary when speaking English. The pupils also displayed other issues based on personal student information, such as a lack of self-confidence, fear of making mistakes, shyness toward others, anxiousness, difficulty speaking English, never practicing, and having nothing to say (Sayuri, 2016). According to the same, students have difficulty expressing themselves in public because they are hesitant, hesitant, fearful of making mistakes, lack proper vocabulary, and lack of experience, which causes students to find it difficult to pronounce sounds in English.

Because they had nothing to say, the pupils hesitated and were hesitant to speak. Even though they had something in mind, they were held back by their lack of confidence, as they were terrified of making grammar mistakes and worried that other students would laugh at them if they did (Syamsurizal, 2015). While the issues with teachers, strategy, and facility are as follows: 1) English teachers continue to utilize a boring teaching style when teaching English; they focus too much on the content of what they teach rather than how they deliver the topics. It necessitates the use of media to promote their method. YouTube can help you improve your English-speaking skills. The efficiency of YouTube in learning was demonstrated in a previous study. According to Guan, Song, and Li (2018), using Games can increase students' enthusiasm and English Pronunciation (Guan, N., Song, J., & Li, 2018). Based on those the purpose of this study was to Increase students' pronunciation using Battleship Games. So, the researcher is interested to conduct the research in teaching pronunciation through Battleship Games.

2. Method

The research approach in this work is qualitative descriptive methodologies. In STAIN Mandailing Natal, the analysis begins with teaching Pronunciation to English Department students utilizing Battleship Games as the pre-intermediate level. The analysis procedures. Begin by observing the situation. The Researcher attempts to converse in formal English. Concerns raised by a Lecturer at English Department about a problem at Class, particularly in the English topic. this research focusses on implementing Battleship games for increasing students' pronunciation.

The researcher proposes a solution by altering the way they are taught. The next step is to put everything into action. Following authorization from the English lecturer to teach using the researcher's method, the writer decides to use Battleship Games as a media to aid in the teaching of the materials. The final step is data processing and analysis. Every meeting's data is collected by the researcher. It is concluded that using Battleship Games as a medium to engage pupils in English learning is extremely beneficial. Students are more engaged in the class since they are in a different scenario than normal.

3. Results and Discussion

3.1 Teaching Preparation

Make a copy of the map for each of the class. Note that two different maps for two different maps for two different games are concluded.

3.2 Conducting the games

To conduct the games, the are some rules that have to followed, they are:

1. Give each Student a map. Model the pronunciation of the words around the side of the map
2. Divide the class into pairs
3. Explain and/or give out the rules
4. Players who finish quickly can be asked to try and write the words in each of the sea squares on the map (Hancock, 2019).
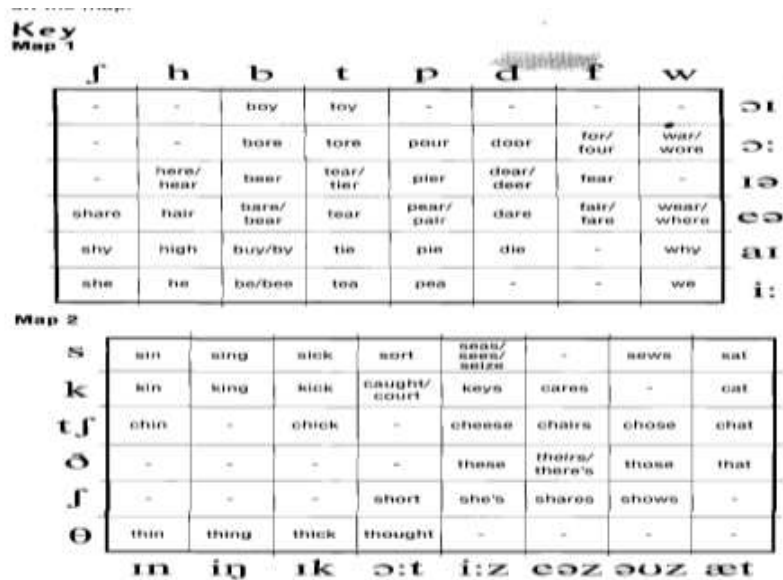
Figure 1 Square map

Rules:
1. Draw two ships on your map making sure that nobody sees where you have put your hips. You may put your ships inside any square where there is sea 9wgite on the map). Your ships must not cross a line into another square.
2. Work in pairs. The object of the game is to guess where the other player has put the ships and bomb them
3. To do this, decide which square to bomb and make a word out of the sounds at the side of the map. In game 1 for example if the square you want to bomb is in the column with the sound/t/ and the row /i;/ say *tea*. In Game 2. For example, if the square you want to bomb is in the row with sound /k/ and the column with the sound /i;z/, say *keys*.
4. If the square that you bomb contains a hip, the other player must say *hit*. If the square that you bomb is next to a square with a ship in it (including diagonally), the other player must say *Nearby*.
5. Players take turns to bomb each other's ship and the first person to hit both of the players' ships is the winner.
6. A player whose ship is being bombed may challenge the other player to spell the words that he or she is saying; if the other player is unable to spell the word, he or she misses a turn.(Renshaw, 2017)

3.2 Teaching analysis
 Students can improve their speaking skills by using Battleship games for intermediate level. It can be used as an enticement to get students' attention while they are learning. When the atmosphere and conditions in the classroom are different than usual, students are more interested in learning. It enthuses them and makes them feel more at ease. If the games is related to the subject at hand, battleship games can be an effective tool for enhancing the learning experience (Shield et al., 2015)(Knox, 2018).
 Students are more confident, have proper expression, intonation, and gestures after using battleship games to study pronunciation and emulate how native speakers speak. They are also more fluent and use good vocabulary phrases. This finding demonstrates that utilizing battleship games to teach students how to pronunciation can boost their confidence. It teaches students how to speak like a native speaker, and they are no longer unsure whether what they are saying is correct or incorrect because they have witnessed how an English native speaker communicates.
YouTube can help students improve their speaking skills, such as pronunciation, grammar, word choice, maintaining a discussion, and organizing their thoughts. It was demonstrated by the test results, which showed that the mean score increased from pre-test to post-test during the course of four meetings (pre-test=60, and post-test = 80). It concludes that students' pronunciation abilities have improved (Hussin, 2020)(Shield et al., 2015).
 The researcher also examines the outcome of utilizing battleship games to teach English Pronunciation. The writer does a Pronunciation pre-test without the use of games at the first meeting in order to compare it to the second meeting, which includes the use of games. Students' pronunciation, grammar, vocabulary, fluency, and comprehension scores are not as good on the first meeting as they are when they learn using games. The increase in the mean score of the exam between the first and last meetings (first meeting = 64, last meeting = 77) demonstrates the effectiveness of utilizing battleship games to teach pronunciation (Jill Hadfield, n.d.)(Herbert Puchta and scott Thornbury, 2011).
Some aspects of the test were evaluated, including grammar, vocabulary, comprehension, fluency, and pronunciation. Here is a graph of the pupils' performance in each meeting.
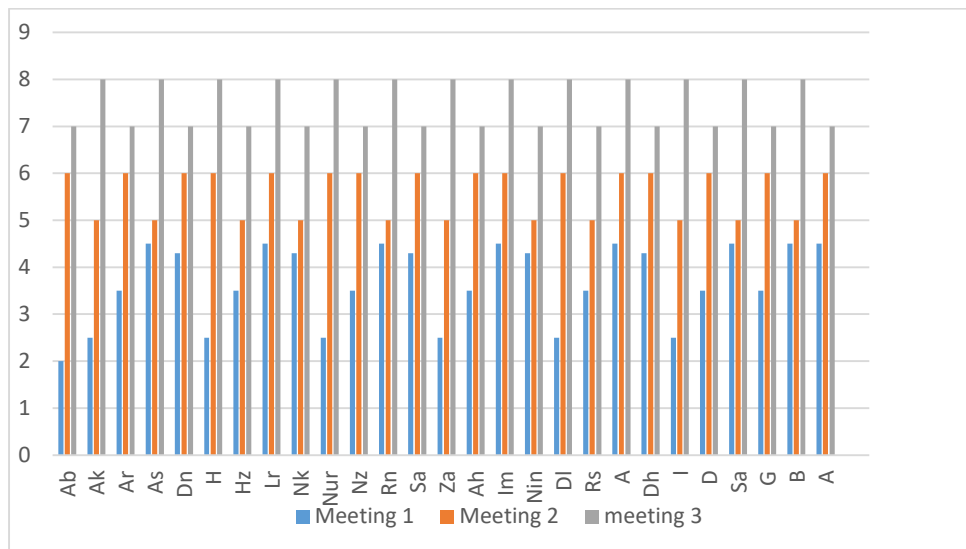
Graphic 1 Students' Practice Score for Each Meeting

The practice score of students for each meeting is depicted in Graphic 1. The alphabet is used to indicate the students' names. In each meeting, the majority of students increased their score, as shown in the graph. Despite the fact that certain pupils receive reductions and students who do not advance at all during each appointment.

The writer discovers numerous benefits and drawbacks of using Battleship games to teach pronunciation in the classroom that occur during the teaching process. Students, for example, are more focused on the information on Battleship games because they find it exciting to learn gaming. When the students play the games, they laugh because people who make the games for games e try to make them as entertaining as possible in order to entertain the viewer.
The downside that the author discovered while implementing battleship games in the classroom is that kids are easily side-tracked; every time they play the games, they want to re play and make a noise.

Battleship games is a game learning platform that has had a good influence. They found the learning process to be enjoyable. Technology and audio-visual media assist students in learning, and it is the responsibility of teachers to help students understand technology and provide guidance on how to use it effectively (Hancock, 2019).

Teachers can use various types of games with the help of students become more creative. Pronunciation learning necessitates some games that can stimulate students' ability to communicate information. As a result, the teacher plays a critical role in fostering student dialogue in the classroom. The classroom teacher is expected to respond to students' interactions and to provide students with equipment that encourages them to communicate with one another.

Beside from the benefits and drawbacks, the author assesses the issues that arise in the classroom during the implementation of utilizing Battleship games to teach Pronunciation in STAIN Mandailing Natal, and attempts to identify the best solution to the problem.

4. Conclusion

Battleship Games is used to assist in the teaching and learning process. By using Battleship games as the lesson's media, the author hopes to increase students' speaking abilities. The use of YouTube in the classroom can alter the scenario and atmosphere. By watching, students felt more at ease while learning. Because their senses are focused on the video, they pay more attention to the content presented via YouTube. The outcome of using Battleship games as a pre intermediate level for teaching speaking in the classroom could be a good alternative media. Students communicate more expressively as a result of this, and they don't have to worry about the terms they use when communicating. They are not confused anymore because they have resource how to speak English like native speaker. It can be seen by the result of their mean performance score of the first meeting and the last meeting.

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