



Implementing blended learning and gamification to develop learners' speaking skills in an English-speaking club


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ARTICLE INFO	ABSTRACT
<p>Article history Received: 2024-03-02 Revised: 2024-03-27 Accepted: 2024-11-21 Published: 2024-12-05</p> <p>Keywords Gamification LMS Speaking</p>	<p><i>This paper aims to elaborate a community service program, which addressed a significant issue in the semi-formal English learning contexts for the secondary level of education. The project aims to improve the quality of English-speaking activities at SMP Muhammadiyah 1 Malang by elevating the quality of the Speaking Club learning media and contents. The main improvement focuses on the integration of blended learning and gamification elements to ensure the sustainability of students' learning outside the regular classes. The blended learning covers the use of Learning Management System (LMS), specifically Google Classroom, to facilitate continuous and repetitive speaking practices that has excellent quality, such as flexibility, affordability, and accessibility, contributing to increased English-speaking habits among students. Additionally, gamification activities, including Online Scrabble, Guess the Characters, Interactive Flashcards, and Snake and Ladders, are incorporated into Google Classroom to enhance engagement and collaboration. The synergy between blended learning through Google Classroom and gamification activities is expected to elevate English speaking proficiency among students at SMP 1 Muhammadiyah Malang. Furthermore, the project aims to foster a robust partnership between English teachers, University of Muhammadiyah Malang students, and lecturers. The partnership can create a positive impact on the overall educational experience, emphasizing the goal of improving students' communication and speaking abilities beyond the confines of classroom walls.</i></p>
<p>Kata Kunci Gamifikasi LMS Kemampuan Berbicara</p>	<p>Menerapkan pembelajaran campuran dan gamifikasi untuk mengembangkan keterampilan berbicara peserta didik di klub berbahasa Inggris. Program pengabdian Masyarakat ini dibuat untuk meningkatkan kualitas aktivitas berbicara Bahasa Inggris di SMP Muhammadiyah 1 Malang dengan meningkatkan pemanfaatan media digital dan konten pembelajaran Klub Berbicara. Peningkatan utama melibatkan penerapan pembelajaran campuran dan elemen permainan untuk memastikan keberlanjutan pembelajaran siswa di luar sesi kelas reguler. Pembelajaran campuran termasuk penggunaan Sistem Manajemen Pembelajaran (LMS), khususnya Google Classroom, yang memfasilitasi praktik berbicara yang kontinu dan berkualitas tinggi, ditandai dengan fleksibilitas, keterjangkauan, dan aksesibilitas. Pendekatan ini secara signifikan berkontribusi pada peningkatan kebiasaan berbicara Bahasa Inggris di kalangan siswa. Selain itu, aktivitas permainan seperti Scrabble Online, Tebak Karakter, Kartu Flash Interaktif, dan Ular Tangga diintegrasikan ke dalam Google Classroom untuk meningkatkan keterlibatan dan kolaborasi. Sinergi antara pembelajaran campuran melalui Google Classroom dan aktivitas permainan diharapkan dapat meningkatkan kemahiran berbicara Bahasa Inggris di kalangan siswa di SMP Muhammadiyah 1 Malang. Selanjutnya, proyek ini bertujuan untuk membina kemitraan yang kuat antara guru Bahasa Inggris, siswa, dan dosen dari Universitas Muhammadiyah Malang. Kemitraan ini diharapkan dapat menciptakan dampak positif pada pengalaman pendidikan secara keseluruhan, dengan menekankan tujuan untuk meningkatkan kemampuan komunikasi dan berbicara siswa di luar dinding kelas.</p> <p style="text-align: right;">Copyright © 2024, Biantoro et al This is an open access article under the CC-BY-SA license</p> 

How to cite: Biantoro, B., Waloyo, A.A., & Masduki, M. (2024). Implementing blended learning and gamification to develop learners' speaking skills in an English-speaking club. *Journal of Community Service and Empowerment*, 5(3), 559-569 <https://doi.org/10.22219/jcse.v5i3.32559>

INTRODUCTION

In today's digital-based and interconnected society, being proficient in English brings up numerous chances for education, employment, and personal development; and this perspective has emerged as the de facto language of worldwide communication. Students with strong English communication abilities can understand and analyze learning materials, take part in class discussions, and clearly present their ideas in other communicative-centered activities in broader settings. The needs analysis of English learning in secondary schools also points out the combination of listening and speaking is necessary for students for the development of verbal skills (Meadseena et al., 2023). In addition, the use of digital learning platforms is essential to improve their motivation and learning environment, preparing them for bigger stages of learning in the future (Shintasiwi & Anwar, 2021). Proficiency in English speaking further gives students the tools they need to interact meaningfully, express themselves with confidence, and move around in a globally connected society. Teachers and students should place a high priority on the development of excellent communication skills in English, and the example is through a speaking club. According to recent research, speaking clubs fosters not only linguistic proficiency but also improve students' confidence and motivation to engage in public speaking activities. For example, Jayanti et al. highlight that student participated in an English-speaking club show improvements in their speaking abilities, attributing this progress to the supportive environment that pushes for more practice and interaction among peers (Jayanti et al., 2022). Likewise, those clubs serve as integral components of language education, promoting interaction and communication skills, which are essential for overall language proficiency (Hapon, 2023).

Speaking clubs can potentially give students the chance to use their language abilities in more authentic contexts using various enjoyable activities (Prabowo, 2020). They are also reported to play a significant role in supporting speaking practices among students in secondary schools (Mashudi et al., 2023). Learners can practice using the language in a real-world setting by taking part in debates, presentations, and discussions with their peers in a more relaxed and self-regulated learning environment. This allows them to naturally increase their vocabulary, fluency, and grammatical skills. Speaking clubs' dynamic format fosters impromptu responses, which helps students become quicker on their learning activities and able to communicate well.

However, speaking clubs are prone to lack of sustainable curriculum promoting sustainable learning beyond the school settings. It may cause problems for both the teachers and students (Torto, 2017). The missing of learning objectives may hinder students' progress and make the assessment more difficult. The most common problem experienced by students is lack of interest, yet interest becomes the key factor for improving students' speaking skills and vocabulary (Sihotang et al., 2023). Careful planning and adopting speaking activities need substantial consideration, especially prior to conducting the speaking-oriented programs like speaking clubs (Octaberlina & Muslimin, 2022). The structured approach to speaking club's curriculum can help students engage with interesting topics, thereby enhancing both cognitive and affective dimensions of language learning. Additionally, research indicate that out-of-class activities, such as speaking clubs, yield higher learning effectiveness compared to traditional classroom settings, reinforcing the value of these interactive platforms (Demydovych & Holik, 2020).

Solving the issues on speaking club activities can be achieved through the use of blended learning (BL) and gamification to ensure the quality of access to learning resources, instructions, and enhanced engagement among students. Blended learning is a strategy combining face-to-face and online learning, which is reported to impacts language skills and engagement positively, such as grammar mastery and attitudes among EFL students (Bataineh et al., 2019; Zhang & Yan-xun, 2020). More importantly, students' autonomy, motivation, and collaboration are expected to be enhanced while learning in blended learning environment, and it can contribute to the increase quality of their overall learning experience (Arifani et al., 2019; Zhang & Yan-xun, 2020). In the setting of English-speaking club, blended learning may enhance the English learning environment and promote student motivation, leveraging the strengths of both traditional and online teaching methods (Farih & Karimata, 2022). This dual approach enables teachers to create a more flexible learning experience, accommodating diverse learning styles and preferences, which is particularly beneficial in language learning contexts. In addition, the role of technology in blended learning like video-based blogs in blended learning environments can enhance public speaking skills for English as a second language students (Shih, 2010). This approach not only provides students with opportunities to practice speaking but also allows for self-reflection and peer feedback, which are essential components of language learning. The use of multimedia platforms in blended learning also has been shown to improve students' engagement and learning outcomes (Wu & Zhang, 2022).

Furthermore, gamification, which integrates game elements into learning, is recognized as a great strategy to improve students' engagement and motivation in EFL learning (Rahman, 2021). Speaking skills are one of the language learning aspects that is influenced by the use of gamification, other than overall attitudes and performance (Rahman, 2021). For instance, a gamification approach in teaching Indonesian speaking skills could led to noticeable improvements in students' speaking abilities, with a majority of participants reporting positive changes in their skills due to gamified activities (Siregar et al., 2022). This aligns with the findings in English education setting where students expressed a strong preference for gamified elements in their English lessons, indicating that such methods foster greater engagement and participation (Jie et al., 2023). Moreover, blended learning, which combines traditional face-to-face instruction (of speaking clubs) with online learning components, complements gamification by providing flexibility and accessibility.

Gamification has been effectively utilized in various educational contexts, including English as a Foreign Language (EFL) instruction, to enhance engagement and learning outcomes (Zhang & Hasim, 2023). This is particularly relevant in speaking clubs, where the combination of in-person practice and online gamified activities can create a more immersive and interactive learning environment. Gamified learning environments can further alleviate students' fears and encourage them to participate more actively in speaking activities (Abdeen & Albiladi, 2021). Lastly, a well-designed gamified experiences can transform the learning process, making it more enjoyable and effective (Kingsley & Grabner-Hagen, 2015). This is supported by another research reporting that gamification strategies significantly boosted students' motivation and achievement in learning English, particularly in speaking skills (Huseinović, 2023). Therefore, this community service program is aimed to improve the implementation of the speaking club activities in the designated school using an improved curriculum integrated with new strategies like blended learning and gamification.

The community program is also expected to contribute to the development of the Sustainable Development Goals (SDGs), which becomes a growing interest in the education sector (Andini, 2019; Andini et al., 2024a; Andini et al., 2024b; Andini & Prastiyowati, 2021). The integration of gamification in learning has been observed to improve sustainability attitudes and awareness, especially related to the students' motivation (Villalba et al., 2020). Moreover, blended learning has been noted to promote sustainability goals of learning while potentially improving cognitive presence and critical thinking, the vital skills for sustainability in the field of education (Alismaiel, 2022; Bozkurt, 2022). Thus, blended learning (BL) and gamification have the potential to enhance and advance the SDGs in the education, and there are many opportunities created to promote multidisciplinary collaborations and students' involvement in the innovative learning environment.

METHOD

Based on the community service program's background and reasoning, it is vital that the target community, offered solution and activities, and the implementation are presented in detail to achieve a quality project for the benefit of the parties involved.

A. Target Community

The community service program is conducted at SMP Muhammadiyah 1 Malang (or commonly known as SMP MUHASA). This institution falls under the umbrella of Muhammadiyah Kota Malang and is a member of Amal Usaha Muhammadiyah (AUM) in the field of education. It is one of Malang's junior high schools that has a great mission on developing quality English extracurricular activities for the students while starting to implement technology-based learning activities starting towards the end of 2022. The school is relatively small and still needs supports in developing their teaching and learning activities, especially the extracurricular programs. The newly established English-Speaking Club is expected to serve as one of the excellent and unique activities of the school, preparing the students before joining academic competitions in local, regional, and international stages. Hence, conducting a community service project at the SMP MUHASA, which is part of the same educational institution in Muhammadiyah, is thought to be advantageous for all parties, particularly in the region relevant to the project's focus. In addition, the similarity of community project's aim and the school's mission become an asset for the implementation and continuity of the project itself.

During the community service program or the academic year of 2023-2024, the English Speaking Club at SMP MUHASA had 15 participants. The number was consistent throughout the year with approximately 15-18 students involved in the speaking club each year, coming from 1st, 2nd, and 3rd graders. Based on the early assessment from observations and initial informal interviews, the participants were observed to have a sufficient basic in English, equal to A1 level in CEFR, and few students were in the level of A2. They also had proper digital mastery in operating smartphones, mobile apps, and learning management systems (e.g., Google Classrooms). Therefore, there was a possibility in developing blended learning for the speaking club participants to improve the quality and sustainability of English learning through blended learning and gamification.

B. Offered solutions and activities

Two main solutions were offered in the community service program, namely a complete online learning module with the syllabus and gamification activities, as well as team teaching solution with the English teachers at SMP MUHASA.

1. Online learning module for blended learning based on gamification

The online module was developed by the preservice students of English Language Education Department (ELED) with supervision from ELED lecturers. Google Classroom was utilized as the learning management system (LMS) for the online module due to its affordance, accessibility, and ease of use for the speaking club participants. Google Classroom is an LMS that can help create a good learning atmosphere where students can do many speaking practices with a great control and structure (Sahib et al., 2022). The incorporation of a learning management system (LMS) into a speaking club's curriculum enabled the teacher, instructors/facilitators, and students to collaborate extensively even after school hours. Students could have online access to structured speaking tasks, materials, and assessments based on the speaking club's curriculum in the LMS. The LMS further streamlined the planning and delivery of the curriculum by giving students a centralized location to complete speaking exercises, monitor their development, get feedback, and access extra learning

resources. The application also supported various types of multimedia content while still being easy to use by students, including the young ones (Ratnaningsih, 2019). Two stages of development of the new blended learning of the speaking club activities, as follow:

- a. **Developing blended learning-based curriculum.** It involved incorporating both online and in-person lesson plan and activities to enhance language learning and speaking skills.
- b. **Preparing materials and creating the Google classroom.** Designing quality speaking materials was conducted to encouraged active participation, such as debates, role plays, group discussions, or presentations. Clear instructions and guidelines were also provided for each material. Clear instructions and guidelines are also provided for each material.
- c. **Developing gamification and assessment contents for the Google Classroom.** The process started with designing speaking challenges with various levels of difficulty, focusing on specific language skills or topics. It continued with assigning challenges through Google Classroom, specifying the task, time limit, and evaluation criteria. Lastly, it ends with encourage participants to record and submit their speaking performances using video or audio recordings.

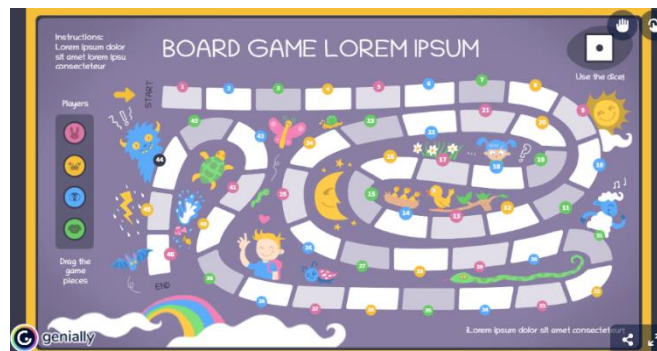


Figure 1. Illustration of Google Classroom Gamification using genially app

- d. **Inviting students and conducting the blended learning using the Google Classroom.** The unique classroom code was sent via email invitations to students, then, students were instructed to join the Google Classroom using their Google accounts. The facilitators provided an overview of how the blended learning model could be implemented in the speaking club, including explaining the benefits of combining online and in-person activities to enhance speaking skills. The teaching and learning media for the English-Speaking Club consisted of five up to eight main topics covered in ten sessions.
- e. **Classroom learning using blended learning via gamified Google Classroom.** Facilitators assigned pre-club tasks like watching videos and reading articles related to speaking topics. Then, the Google Classroom was used for discussions and online practice activities through gamified activities. During the face-to-face speaking club sessions on every Friday, students did more engaging activities, discussions, and speaking exercises. Lastly, Google Classroom was utilized to assign and collect speaking tasks or quizzes, and the facilitators gave feedback and tracked students' progress.

2. Team Teaching Solutions

The second solution was conducting team teaching for the speaking club, which consisted of the SMP MUHASA English teacher, an ELED lecturer, and five ELED pre-service students – they were all called as speaking club facilitators. The goal was to establish a learning environment that has diverse expertise and perspectives, holistic atmosphere, many professional development opportunities, and advantages in improving students' engagement and learning outcomes. The team teaching was done to equip English teacher and the preservice students with new pedagogical innovations regarding blended learning and gamification for the speaking club. Below is the detailed procedures of the team teaching solution.

- a. **Planning and coordination.** The facilitators established team roles and collaboratively developed the curriculum/syllabus for the speaking club, including doing the need analysis. They also continuously collected relevant online resources, gamification tools, and other contents to support the curriculum.
- b. **Face-to-face Meetings.** The facilitators then regularly conducted face-to-face meetings to discuss lesson plans and in-class teaching collaborations. The English teacher and the lecturer would lead the teaching activities for the speaking club while the preservice students supported the lessons by facilitating games, speaking tasks, and discussions. There were after-class evaluations on every speaking club session (lasting for ten sessions), focusing on checking the quality of the classes and the roles of the facilitators.
- c. **Blended learning (BL) and gamification implementation.** The facilitators, especially the preservice students, would facilitate the online learning through Google Classroom. They would assign weekly tasks, quizzes, games, and discussion topics on Google Classroom to reinforce face-to-face learning. They also incorporated game challenges in the Google Classroom to promote friendly competition and reinforce learning objectives.

C. Stages of program implementation

A total of six stages are done in order to plan, implement, evaluate, and report the overall community service program. The stages were carried out by qualified professionals and trained personnels (as learning facilitators or co-teachers). The English Language Education Department (ELED) and the Faculty of Teacher Training and Education (FTTE/ FKIP) of the University of Muhammadiyah Malang (UMM) will offer this program full institutional support. Below is the detailed elaboration of the stages.

Table 1. Detailed elaboration of the planned stages

No.	Stage	Activities	Participants	Platforms	Outcome
I. PREPARATION STAGE					
1	Preparation and need analysis	- Conducting need-analysis using a preliminary FGD	Team	- Site Visit - FGD	- Agreement with participants - Initial data for development of blended learning
2	Workshop and Training	- Team teaching practice sessions	All facilitators	- Site visit - Zoom meeting	- Evaluation report
II. EXECUTION STAGE					
3	Content Development	- Developing the curriculum, Google Classroom, and gamified contents	Lecturers, English teacher, and ELED preservice students	- Site visit - Zoom Meeting	List and draft of Google Classroom and learning game contents
4	Evaluation and validation	- Trial of the blended learning contents and platform with the school and English teachers - Validating the Google Classroom and the gamified contents with experts	Lecturers, Teacher, ELED preservice students, Experts	- Site visit	- Document evaluation and validation reports
5	Workshop and Documentation	- Transferring the blended learning contents to the school and the English teachers - Evaluating the final version of the Google Classroom - Documenting the finished blended learning contents and activities	Lecturers, ELED preservice students	- Site visit - Zoom Meeting	- Document reports
6	English Club sessions	- Facilitating the English Club activities using the blended learning with the English teacher and students for ten meetings - Observing, evaluating, and improving the blended learning contents of the English Club	All facilitators	- Site visit	- Evaluation report of the programs
III. EVALUATION AND REPORTING STAGE					
7	Evaluation and Reporting results	- Conducting evaluation with students and all facilitators - Creating documentation and reports	All facilitators	- Site visit	- Document reports

A detailed description of the outcomes is presented in the following Results and Discussion Section.

RESULTS AND DISCUSSION

The community service program was started in May 2023 by conducting the need analysis using focus group discussions (FGD). The FGD was performed with selected students who joined the speaking club in the previous academic year and intended to join the speaking club in the academic year of 2023-2024. There were several noticeable difficulties about the teaching of English in the speaking club for which the school expects support. Firstly, after the initiation of the Speaking Club at SMP MUHASA in 2022, the English teacher reported a good progress in the development of students' English communicative skills. However, some students still experience insignificant growth in their speaking skills, and some even quit the speaking club activities indicating the problems in the implementation. Secondly, the English teacher also added that integration of digital learning platforms should be initiated in the speaking club. One of the weaknesses of the previous speaking club activities were that they focused on the classroom learning, not yet focusing on the informal learning activities outside of school. This became a highlight as students should be able to practice in their day-to-day

activities with proper guidance using digital platforms. The goal of this is to develop an English-speaking habituation among students. In line with such notion, the students also mentioned that they started to use English with their parents, friends, and other family members, but they experienced hardship in ensuring that what they said were correct to avoid shame, which becomes a main concern for the students. Therefore, a more personalized and independent support for learning speaking after school hours is need.



Figure 2. (a) The preliminary FGD with students and the English teachers at SMP MUHASA, (b) training session for the preservice students

Then, the program continued to the development of the blended learning (BL) and gamification sessions for the speaking club at SMP MUHASA to tackle the reported issues. It was implemented by ELED lecturers, led by Dr. Masduki, M.Pd., supported by Bramy Biantoro, M.Ed. and Alimin Adi Waloyo, M.AppLing. Five preservice students from ELED were involved to aid the development of learning contents and activities with the supervision of English teacher at SMP MUHASA. The team spent three months developing the new speaking club syllabus and BL materials added with gamification contents. Constant feedback was also given by the English teacher to improve the quality and relevancy of the syllabus and learning materials. This opportunity was also utilized to provide trainings for the preservice students and English teachers in developing and facilitating BL and gamification-based learning for students.

The team could create the syllabus and Google Classroom along with the contents in September 2023. The syllabus had eight meetings of BL sessions and focused on the development of public speaking skills needed by students for joining common English competitions for junior high school level. The main objective was to improve students' public speaking abilities by combining face-to-face sessions with Google Classroom to create a blended learning (BL) experience. The materials covered reviewing things, discussing opinions, doing speech, overcoming stage fright, implementing politeness, body language and pronunciation, doing informal debate, and practicing formal debate for competition. Additionally, the assessment methods were included in the syllabus, such as active engagement in offline and online discussions, completing English quizzes and games, and improving personal speaking records. Formative assessment was also being considered in the form of progress report in term of participation, content mastery, collaborative contribution, and feedback utilization based on their weekly face-to-face speaking club sessions and Google Classrooms activities and games. The syllabus enabled facilitators to navigate through all the materials and modes of teaching (face-to-face and online) seamlessly while still paying attention to the students' progress. The involvement of many facilitators could not hinder the flow of learning as every facilitator understands clearly what they were supposed to teach and focus on during the speaking club activities.

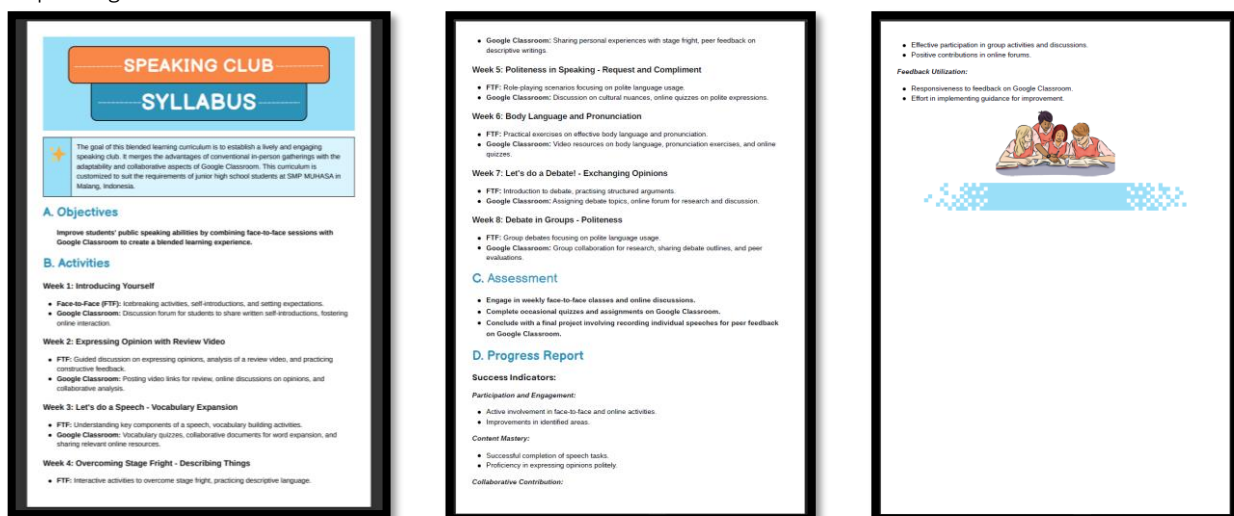


Figure 3. Speaking club syllabus

Similarly, the gamification contents were also developed properly to support the learning materials in the Google Classroom. Throughout the eight topics, seven games were created using platforms like *playscrabble.com* and *genial.ly*, which allowed facilitators to do various learning activities complementing the face-to-face meetings. There were two types of games used, real life games like online Scrabble (via *playscrabble.com*) and quiz-based game (via *genial.ly*). Majority of the gamification contents utilized quiz-based games that could be integrated well with English vocabulary, grammar, and fluency. For example, using the game Invader Quiz as seen in Figure 4 (d), students can practice their vocabulary and contextual understanding about daily conversational topics, like describing common things. More games can be found in all topics in the Google Classrooms, like *Quiz Bomb*, *Pinball Quiz*, *Dart Game*, *Day of The Death Game*, *Olympic Game*, and *Mystery Breakout Game*. Those games were tailored to the nuance and connection to the learning goals. For instance, the last topic about ‘conducting debate competition’ used *Mystery Breakout game* that used hint-based quiz to promote more analytical thinking needed during debate competitions.

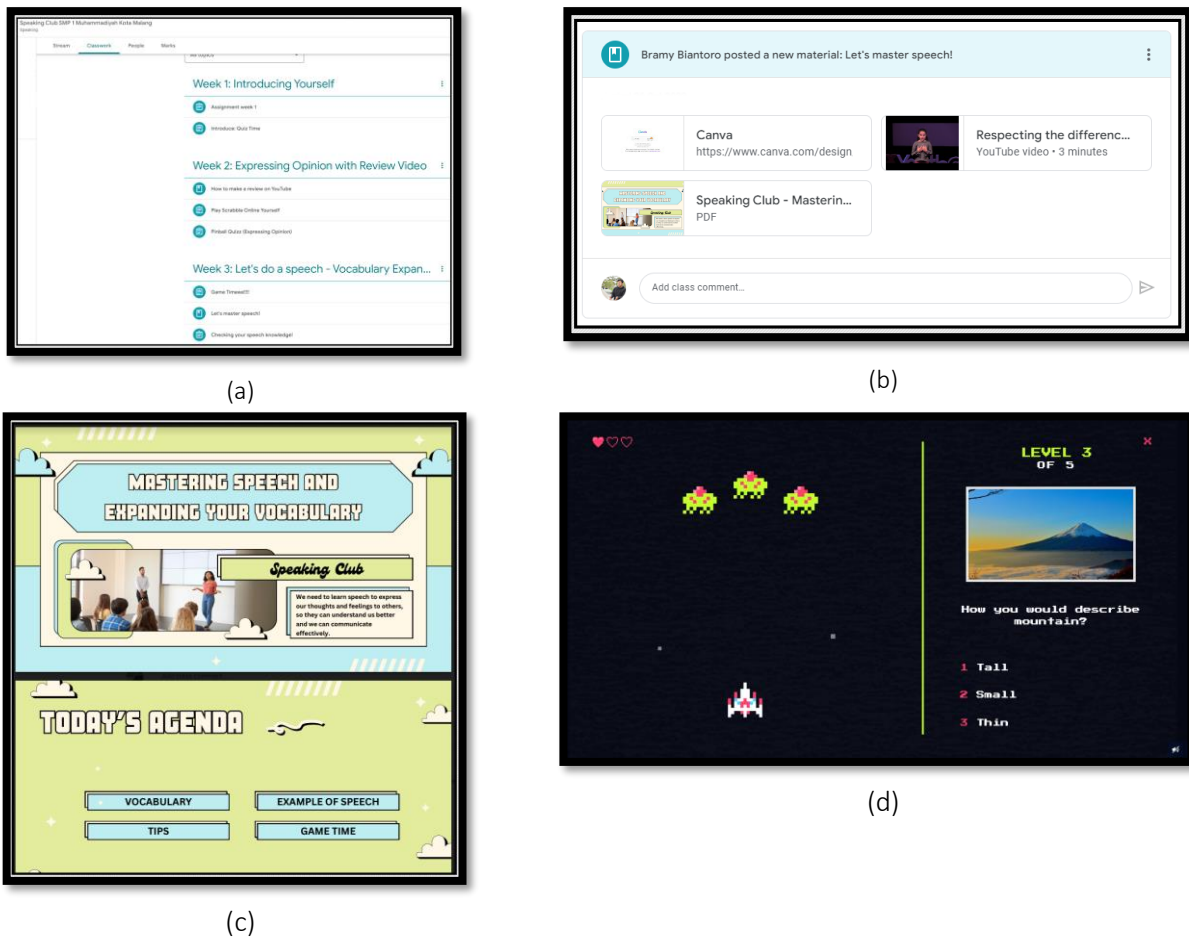


Figure 4. Documentation on the Google Classroom contents: (a) the material stream, (b) example of extensive materials provided for students, (c) presentation material sample for learning public speaking – speech, and (d) sample gamification activity embedded on Google Classroom.

After finishing the syllabus and the Google Classroom contents, the speaking club sessions using BL and gamification were started in October until December 2023. The facilitators conducted weekly face-to-face meetings supplemented with online learning in ten sessions, including the closing of the community service program in the tenth session. Generally, 12-15 students attended the face-to-face sessions every Friday morning for 100 minutes, and they actively participated in the speaking activities. Every session was divided into three parts, starting with a short lecture for about 10-15 minutes, followed by collaborative or individual speaking practices for 75 minutes. Students were instructed to do more learning and speaking practices through Google Classroom prior to and after the face-to-face meetings. They were also encouraged to do the games embedded on the Google Classrooms collaboratively with their friends, family, and relatives as speaking practices to experience more enjoyment and learning opportunities.



Figure 5. Speaking club face-to-face sessions with team teaching strategies

On the other hand, the implementation of the community service program was affected by two issues, namely scheduling and participation issues. Firstly, there was a problem with the scheduling plan with the school, as the academic year started earlier than predicted; thus, the speaking club was started earlier without using BL learning strategies. The full-fledge speaking club with BL and gamification was started fully in September 2023, a month after the academic year start in the school. This issue had been handled by extensive communication with the English teacher and the school to keep the quality of the learning. Secondly, the issue was the decrease in participation among students attending the speaking club. Two up to three students often missed the speaking club session every Friday due to participation in other extracurricular activities. The number and frequency of absence increased this year because the school held many events which required students to participate in many extracurricular activities. Thus, some of the members of the speaking club often had no choice but to miss the sessions even though they did not want it. Despite that, many students showed their effort in the speaking club by coming to the sessions right after their other activities were done, even asking for permission so that they were allowed to join speaking club earlier. In addition, another less significant issue was technological malfunctions related to the internet connection and projector during the sessions. The issues were often solved fairly quick with the help of the English teacher who also happened to be one of the IT experts in the school without leading to more significant problem hindering student learning activities.

Based on the observation and the evaluation at the end of the speaking club sessions, the students and the English teacher stated that the blended learning and gamified learning interventions through LMS had positive impact, especially related to learning motivation, engagement, and sustainability outside the school (Buckley & Doyle, 2014). The students noted that the use of blended learning (BL) through Google Classroom could improve their learning continuity after the school and improve their overall English skills. This idea aligns with research stating that BL is associated with students' learning attitudes as it can provide students with more authentic language learning environment for a better competence (Zhang & Hasim, 2023). Furthermore, gamification activities in online learning is suggested to improve students motivation and understanding of language content, including decreasing technological stress that might be experienced by students (Fajri et al., 2021; Park & Kim, 2021). According to the students, the fun aspect of gamified quizzes in the Google classroom is the main force keeping them doing the online task multiple times, which indirectly improved their language competence. Therefore, the use of BL and gamification facilitated by the community service program have a range of positive impacts on students in English learning, including increased motivation, engagement, collaboration, and improved learning outcomes (Sari et al., 2024; Nurjanah et al., 2023; Sugiarti & Andini, 2015; Poedjiastutie et al., 2023; Rachmayanti & Andini, 2014).

CONCLUSION

The community service program, initiated in May 2023, embarked on a journey to revitalize the English Speaking Club at SMP MUHASA, Malang. Through the initial focus group discussions (FGD), it became evident that while the Speaking Club had achieved great progress in enhancing students' English speaking skills, certain challenges persisted. Notably, some students faced minimal growth, and a few discontinued club activities, signaling the need for improvement.

In response, the program transitioned into the development phase with the community service program initiated by ELED lecturers. Collaborating with five pre-service students and the English teacher at SMP MUHASA, the community service team dedicated three months to craft a better syllabus and blended learning materials integrated with gamification. The syllabus consisted of eight face-to-face sessions complemented by Google Classroom engagement. The gamification elements, spanning diverse games aligned with each session, aimed to make learning interactive and enjoyable.

Despite scheduling and participation challenges, the blended learning and gamified sessions commenced in October 2023. Face-to-face meetings were enriched with online learning, providing students with continuous English language exposure beyond school hours. The positive impact on student motivation, engagement, and sustained learning, as mentioned by the students and English teacher, reflects the success of this initiative. The combination of blended learning and gamification not only addressed identified challenges but also created an enriched English learning environment that fostered better collaboration, motivation, and overall language proficiency among students. The community service program, thus, stands as a start of innovative pedagogy, demonstrating the potential for positive change in English language education.

ACKNOWLEDGMENT

The community service team would like to extend our gratitude to the Faculty of Teacher Training and Education (FTTE) of Universitas Muhammadiyah Malang (UMM) which funded the grant for this program under the scheme of *Blockgrant Funding* of 2023. We would like to express our appreciation to the principal, instructor and all the individuals involved in the Speaking Club at SMP 1 Muhammadiyah Kota Malang. Their contributions have greatly contributed to the success of our collaboration.

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