

The Effects of Using English Games to Develop Listening and Speaking Skills and Satisfaction towards English Studying of Grade 9 Students

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ABSTRACT

The purposes of this research were to 1) develop and examine the English learning activities by using English games to meet the standard efficiency of 80/80, 2) compare the students' English listening and speaking ability before and after learning through English games, and 3) investigate the students' satisfaction toward English learning activities by using English Games to enhance English listening and speaking ability. The samples, obtained by cluster random sampling, were 38 of Grade 9 students during the first semester of the academic year 2019. The research instruments were English games, listening and speaking ability test, and a satisfaction questionnaire. The statistics used to analyze the data were mean, standard deviation, percentage and t-test. The findings were 1) The efficiency of the developed English learning activities by English games had a value at 82.25/85.80 which was higher than the set value of 80/80. 2) The academic results of the students' listening and speaking test taught by English games after learning higher than before learning was 25 percentage ($\bar{x}=4.32$, S.D.= .58), and 3) The average score of students' satisfaction toward the developed English learning activities by using English games to enhance listening and speaking abilities was at the highest level ($\bar{x} = 4.85$, S.D. = .655).

Keywords: Learning Activity, English Games, Listening and Speaking Skills

INTRODUCTION

The government of Thailand tries to improve its population's English skills because of ASEAN communication. From the survey of English proficiency index from 88 countries across the world, it found that Thai students' English proficiency was 47.21% from 100%. It was at 6 of English language ranking which was very low in comparing to students' English proficiency in 10 countries of Association of Southeast Asian Nations [1]. Thailand was ranked number 53 among the Asia countries which indicated that Thailand has a very low proficiency in English, on the other hand, the top ASEAN countries such as Singapore and Malaysia were ranked number 12 and 13 of the Asia countries [2]. English language is one of very important international language in the world because people in different countries use English language to communicate to each other. English activities through games have an important role in creating opportunities for students to use the language for better purposes for improvement of English listening and speaking. According to Gilakjani and Ahmadi, 40-50% of language competence comes from listening, while only 25-30% comes from speaking, 11-16% from reading and 9% from writing [3]. However, listening and speaking skills in English play a vital role for nowadays [4]. Listening and speaking tend to be more important in human communication and daily life. As a fact, any language develops from listening and speaking. "Listening" is defined as an active, focusing process which allows for a quick and precise analysis of sounds that are heard [5]. Therefore it is imperative to specifically and purposely teach language listening and speaking skills for communication first. The school and educators are one group of important people who can develop and solve communicative English skills for Thai people. One teaching method discussed among educators and researchers is English game. Teaching English by using game is a student centered approach in which the responsibility for learning is placed upon the student, often working in collaboration with classmates. Game is the system to use rules or laws to get what you want in an unfair but legal way. A game is an activity with rules, a goal, and an element of fun. Game has some components, they are goals, rules, challenge and interactivity. According to Jill Hadfield, there are two kinds of games: competitive games in players or teams race to be the first to reach the goal, and co-operative games, in

which players or teams work together toward a common goal [6]. Game is not only as challenge or competitive but also as cooperation.

So this study was one of many studies could be applied and adapted for English language development across Thailand. The aims of this study were to develop and examine the English learning activities by using English game to help students to learn English effectively. The benefit of this study was an affective English activity for English listening and speaking skills development for Thai students in the classrooms. The integrated use of English activities through English games can lead to the improvement of communicative competence. Learning English through English games can be able to adapt in everyday life, and can be useful for teachers of English language to apply in their English classes, and can help students to overcome the barriers of listening and speaking skill improvement.

INSTRUMENTS

Instruments

1. English learning activities by games was developed from selected 12 games from website <http://iteslj.org/>. There are 5 lessons for this research. One lesson insists of 2 games from the table, and takes 50 minutes per each lesson. To make lessons, the researchers created English activities related to English subject which students were studying in the 1st semester 2019. As the materials of the teaching, the researchers focused on English activities by games applied in ESL website [7] The researchers studied English game and selected the appropriate games from this website <http://iteslj.org/> There are 132 games for free. The following 12 games were selected and qualified from 3 native speakers of English language for this research as shown in Table 1.

Table 1: The English games for building English learning activities of this research

English Games	Periods of games (minutes)
1. Betting / Auction	30 minutes
2. Group Dialogue	20 minutes
3. Guess the Object	20 minutes
4. Prepositions Game	30 minutes
5. Simon Says	20 minutes
6. Story Telling & Memory Game	30 minutes
7. Spelling Review	20 minutes
8. Survivor Spelling Game	30 minutes
9. The Alphabet Game	20 minutes
10. The Miming Game	30 minutes
11. Whispering Game	30 minutes
12. Who Am I?	20 minutes
Total	300 minutes = 5 hours

2. The English listening and speaking achievement test. It includes 10 clips with different situations and interview test with 10 questions. The content of the test was variable from 3 native speakers of English language.

3. The questionnaire with 10 questions for each 5 lessons. The questions were variable from 3 native speakers of English language.

METHODS

Procedure

There are two sessions of the study:

First Session:

1. The researchers studied the school's curriculum and basic education curriculum to search the standards and a criterion of context for grade 9 students.

2. The researchers chose the standards to create the lessons for the study, and then took 3 games to try out with 30 students who were not the samples.

3. The researchers discussed about periods of games, appropriate contents for each game, and then created 5 lessons for English learning activity by using games.

4. The researchers created a 10-questionnaire with five rating scales to study the students' satisfaction towards learning English based on games. Then 3 native speakers of English language checked the appropriate questions. The IOC was used to analyze for this questionnaire. The best 10 questions were selected for this research.

Second Session:

1. The samples of the study were 30 of Grade 9 students who were studying English at the Demonstration School of Suan Sunandha Rajabhat University in the first semester of academic year, 2019. They were selected by purposive sampling. Then they took a pre-test of English.

2. After finished learning every lesson, the students took a 10-questionnaire.

3. Last, the students took a post-test of English achievement test.

Data Analysis

The study intends to study English achievement based on English learning activities of grade 9 students, and to study satisfaction of grade 9 students towards English lessons based on English game. After collecting data, a series of analysis were conducted to evaluate the possible effects:

1. The researchers discussed about periods of games, appropriate contents for each game, and then created 5 lessons for English learning activity by using games. The five lessons based on the selected 12 English games were analyzed by E1/E2 efficiency (Efficiency of Process and Efficiency of Product).

2. A pre-test and post-test to check the academic achievement of English listening and speaking before and after the study was analyzed by percentage and t-test.

3. The 10-questionnaire with five rating scales to study the students' satisfaction towards learning English based on games. Then 3 native speakers of English language checked the appropriate questions. The IOC was used to analyze for this questionnaire. The best 10 questions were selected for this research. The 10-questionnaires with five rating scales were analyzed by means and standard deviation.

Research Sign

The design of this study is One Group Pre-test Post-test Design as shown in Table 2:

Table 2: Research design was One Group Pre-test Post-test Design

Group	Pre-test	Study	Post-test
30 Students	T1	X	T2

RESULTS AND DISCUSSION

1. The researchers discussed about periods of games, appropriate contents for each game, and then created 5 lessons for English learning activity by using games. The five lessons based on the selected 12 English games were analyzed by E1/E2 efficiency (Efficiency of Process and Efficiency of Product). After analyzed the data from 5 lessons, it found that: The efficiency of the developed English learning activities by English games had a value at 82.25/85.80 which was higher than the set value of 80/80.

2. A pre-test and post-test to check the academic achievement of English listening and speaking before and after the study was analyzed by percentage and t-test as shown in Table 3.

Table 3: English achievement of grade 9 students before and after.

Students' English achievement	N	\bar{x}	S.D.	t	Sig. (2-tailed)
Pre-test	30	50.25	1.55	35.20	0.001
Post-test	30	85.45	2.68		\leq

P < 0.1

From Table 3, it found that the students' English achievement average scores before learning was 50.25 and after learning was 85.45, the students had 35.20 average scores of English post-test at .01 level of significance.

3. The students' satisfaction towards English lessons based on English game as shown in Table 4:

Table 4: The most 3 questionnaires from the students' satisfaction questions towards English learning activity by games.

Students Satisfaction	\bar{x}	S.D.
1. You like to learn English through English games.	4.60	0.51
2. You like classroom climate when you study English through games	4.57	0.54
3. English through game is more encourage than normal English class.	4.55	0.56
<i>Overall average</i>	4.89	0.47

From Table 4, it found that the overall of satisfaction in favor of the lesson activities based on English games was (\bar{x} =4.89 and S.D.=0.47). When divided in each item, it found that the "highest" level of all aspect was you like to learn English through English games was (\bar{x} =4.60 and S.D.=0.51), the second one was you like classroom climate when you study English through games was (\bar{x} =4.57 and S.D.=0.54), and the third one was English through game is more encourage than normal English class was (\bar{x} = 4.55 and S.D.=0.56) in order of all 10 aspects.

From the objectives of the study, it found that:

1) The students' English achievement average scores before learning was 50.25 and after learning was 85.45, the students had higher average scores of English post-test than that of pre-test at .01 level of significance. The students' English achievement scores before learning by English games was 85.45 and after learning was 50.25, the students had higher post-test scores of English achievement test than that of pre-test at .01 level of significance. It can define that English lesson activities based on English games focused on student's skills effectively because they can learn by doing and the motivation of activities were interesting and encouraged students to pay more attention.[8] The activities were not boring. The lessons were easier to understand. The students can show their opinion in front of the class to present what they have learned from activities. They could tell the situation and the language for asking for help and asking for permission. English learning activities enables students to improve their listening and speaking skill because they become engaged in the lessons, which offers both doing exercises and doing activity, and English through games were active activities, using activities, speaking, listening, thinking which can sometimes be lost in a classroom environment [9]. Topics of the lessons showed students' English achievement so the lessons make perfect sense to bring students into the classroom. It provides a source of authentic and varied language. The lessons with games "Betting and Auction", "The Miming", "The Whispering", and "Guess the Object" were very fun for practicing students' speaking skill. it exposes students to natural expressions and the natural flow of speech. They Game provides students with examples of English used in 'real' situations outside the classroom, particularly interactive language – the language of real-life conversation. The lessons with game "Prepositions", "Simon Says", and "Who Am I" were very good for improving students' listening skill. can adapt English in the classroom to their daily lives. Every

lesson was interesting and understandable because the students can be fun, motivated, and can use English game in everyday life as well. Communication is one skill of English learning activity. It requires receiver and sender, so English activities should be two way communications [10]. The English learning activity discussed in this paper is one of method to help the students practice and improve their English listening and speaking skills [11]. The teachers need to design English learning activities to facilitate the practice of every skill of English language based on students' satisfaction and their opinion towards English language learning.

2) The overall of satisfaction in favor of the lesson activities based on English games was (\bar{x} =4.89 and S.D.=0.47). When divided in each item, it found that the "highest" level of all aspect was you like to learn English through English games was (\bar{x} = 4.60 and S.D.=0.51), the second one was you like classroom climate when you study English through games was (\bar{x} =4.57 and S.D.=0.54), and the third one was English through game is more encourage than normal English class was (\bar{x} = 4.55 and S.D.=0.56) in order of all 10 aspects. It can explain that English learning activities could motivate students to learn and encourage students to learn English listening and speaking skills through games and activities. Students were not bored in the lessons because they can learn by doing. The classroom climate is very important. An active classroom environment is essential in keeping behavior problems. If students learn English through games and activities, it would help them to be confident to perform their English skills. It also provides the students with an opportunity to think and behave in a positive manner like natural English speakers. An active classroom environment will help students to enhance, promote, and encourage students' learning in English lessons. The English games can be defined in terms of the students' and teachers' shared perceptions in that environment [12]. Also students' learning behavior is one of the most successful learning. One study found that students involved in school-wide behavioral interventions were 33% less likely to receive office referrals based on behavior. Moreover, English learning activities through games would be appropriated and essential to English learning in the 21st century as well.

CONCLUSIONS

This research aimed to study English achievement based on English learning activities of grade 9 students. It found that the five lessons based on the selected 12 English games were analyzed by E1/E2 efficiency (Efficiency of Process and Efficiency of Product). After analyzed the data from 5 lessons, it found that: The efficiency of the developed English learning activities by English games had a value at 82.25/85.80 which was higher than the set value of 80/80. the students' English achievement average scores before learning was 50.25 and after learning was 85.45, the students had 35.20 average scores of English posttests at .01 level of significance. The overall of satisfaction in favor of the lesson activities based on English games was (\bar{x} =4.89 and S.D.=0.47). When divided in each item, it found that the "highest" level of all aspect was you like to learn English through English games was (\bar{x} =4.60 and S.D.=0.51), the second one was you like classroom climate when you study English through games was (\bar{x} =4.57 and S.D.=0.54), and the third one was English through game is more encourage than normal English class was (\bar{x} = 4.55 and S.D.=0.56) in order of all 10 aspects. It can assume that English learning activities by English game is very good for improving students' listening and speaking skill.

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