

CHAPTER I INTRODUCTION

A. Background of the Study

In this globalization era, people with access to information quickly, accurately, and with quality information will gain an advantage and stay competitive. English is a medium of communication between countries both directly and indirectly. Furthermore, English has become an international language and English has become an international language and is widely used by people around the world to communicate with each other¹. English also called as lingua franca or the first world language that is used in every field such as education, science, business, tourism, medicine, and so on². As a result, English becomes a communication tool to express people's idea, thought, get information, and of course to communicate with others. And due to the importance of English nowadays, English is taught and studied around the world as a second language today. Many countries that use English both directly and indirectly. English also have become the official and co-official language of 45 countries around the world³.

English is taught and studied around the world as a second language today. In addition, academic documents or information in different languages, when translated into foreign languages, are often translated into English first. Thailand is one of the countries that also need English in many backgrounds such as international business, audio-visual fields, tourism, education, scientific publication, and so

¹ Ishrat Aamer Qureshi, "The Importance of Speaking Skill," *Gerald Gillis*, no. 5655 (2013): 1, <http://www.geraldgillis.com/importance-speaking-skills/>.

² P. S Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal* 2, no. 2 (2019): 6–18, www.acielj.com.

³ Diana-Petruța Mahu, "Why Is Learning English So Beneficial Nowadays?," *Journal* 2, no. 4 (2012): 374–76.

on⁴. Around the world, in both the economy, tourism, and education, it is necessary to develop the people of the country to have the knowledge of the English language and to collect a variety of helpful information for use in self and Nation Development. The Ministry of Education recognizes the important of English and has a policy to teach English as a foreign language at all levels. In the formal education, English became a required subject in school⁵. Based in Ministry of Education Thailand stated that the students in Thai school are required to learn English from 1st grade to 12th grade⁶. So, due to this situation, it is important for Thai students to learn English as a second language to equip them for the future.

In the process of learning English, students are expected to be able to master the four basic language skills which include: speaking, listening, writing, and reading. Rao stated that listening and reading are passive or receptive skills, whereas speaking and writing are active or productive skills⁷. Therefore, the ability to communicate in English training programs is emphasized as one of the learning outcomes⁸. But sometimes in the process of learning English, students encounter many difficulties. And teacher as the educator has a crucial role to create a fun learning environment that can boost student spirit and increase student interest in learning English abilities⁹. By creating a fun learning atmosphere for students can make students have the courage to express themselves. Emphasis is placed on improving students' ability to use English for everyday communication, enabling students to use

⁴ Wannapa Trakulkasemsuk, "English in Thailand: Looking Back to the Past, at the Present and towards the Future," *Asian Englishes* 20, no. 2 (2018): 96–105, <https://doi.org/10.1080/13488678.2017.1421602>.

⁵ Trakulkasemsuk.

⁶ The Ministry of Enducation Thailand, "The Basic Education Core Curriculum" 2551 (2008): 281, <http://www.act.ac.th/document/1741.pdf>.

⁷ Rao, "The Importance of Speaking Skills in English Classrooms."

⁸ Tran Quoc Thao and Dang Thi Nhu Nguyet, "Four Aspects of English Speaking Difficulties Encountered by Tertiary English-Majored Students," *Social Sciences* 9, no. 2 (2020): 53–64, <https://doi.org/10.46223/hcmcoujs.soci.en.9.2.261.2019>.

⁹ Ida Bagus Nyoman Mantra et al., "Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning," *International Journal of Applied Science and Sustainable Development* 2, no. 2 (2020): 15–21.

the language correctly in a variety of situations. According to Wardah, designing a good strategy will be an important way to meet teaching goals in schools because teaching strategies have a strong relationship with learning objectives¹⁰. One of the strategies that can be used by teachers is game. In using a game, ESL learners can actively communicate with other that can be useful for their improvement in fluency and proficiency in language speaking¹¹. Language games also give ESL students the chance to collaborate with others and work in groups, increasing their opportunity to speak the language out loud¹².

Games-Based learning is a technique of learning that combines fun with knowledge by including all of the course's content. The students will gain a variety of knowledge, including numerous benefits and cons, as a result of this present. Of course, it will be the following syllabus too. Based on Fithriani stated that games are frequently utilized in EFL classes because numerous researchers—many of whom are teachers and educators themselves—have found that employing games in English courses for students of all ages is beneficial. Games can motivate young children to learn English and make the target language seem real¹³.

Similar to learning English at school, the Elementary school of Khamphée Witthaya has a Mini English program that is taught based on the syllabus as well. Based on the results of the interview with the head of the English mini program, English is used as the language of instruction for several disciplines, namely science, social, mathematics, and health subject. In learning, GBL is used by the teacher as a

¹⁰ Ulfiatul Mustika Wardah, "An Analysis of Teacher Strategies in Teaching Reading," *Journal of English Education Program* 2, no. 1 (2021).

¹¹ Grace Julian Chambers and Melor Yunus, "Enhancing Learners' Sentence Constructions via "Wheel of Grammar," *Pertanika Journal of Social Sciences and Humanities* 25, no. 4 (2017): 1641–50.

¹² Jane Willis and David Willis. *Doing task-based teaching-Oxford handbooks for language teachers*. Oxford University Press, 2013 cited on Nur Syafiqah Yaccob and Melor Md Yunus, "Language Games in Teaching and Learning English Grammar: A Literature Review," *SSRN Electronic Journal* 10, no. 1 (2019): 209–17, <https://doi.org/10.2139/ssrn.3367576>.

¹³ Rahmah Fithriani, "Grammar Class : Suggested Activities And," *Jeels* 5 (2018): 171–88.

learning medium. MEP uses games including Kahoot!. Kahoot! is a game-based learning platform used as educational technology in schools and other educational institutions. This platform is a learning game, "Kahoots," a user-generated multiple-choice quiz that can be accessed via a web browser or Kahoot app, Kahoot! It can be used to review student knowledge, as a formative assessment, or as a break from regular classroom activities. Kahoot! also includes a trivia quiz.

B. Research Focus and Scope

This research will focus on the effort and problem-solving to convey the reason for strengths and weaknesses in the English language with the digital game used for students in grade 4. The subjects of the research are Thai students' game-based learning. Then, the researcher wanted to conduct research entitled "The Implementation of Digital Game at Khamphée Wittaya Bannangsata, Yala, Thailand".

The researcher chose this title because the research is fascinating with the 4.0 era Thai students entered into game-based learning. Thai teachers prefer classroom activity-based games to computer games. They design their games based on the syllabus and use a lesson plan to teach their students. Their lesson plans included the essential parts of learning and teaching: rationale, objectives, content, learning activities, learning materials, and evaluation procedures. Finally, teachers engage students in learning the target language by playing games following this procedure: warm-up, presentation, practice, production, and wrap-up, the components of game-based learning should also be taken into account so that game design and its implementation can both serve classroom purposes and increase students' language proficiency simultaneously. Certainly, classroom pedagogy will also improve.

C. Research problems

1. What is Mini English program at Khamphée Wittaya Bannangsata, Yala, Thailand?

2. How is the implementation of used digital games in the Mini English program at Khamphée Wittaya Bannangsata, Yala, Thailand?
3. What are the strengths and weaknesses of using digital games in the Mini English program?

D. The Research Objectives

1. To know the Mini English program at Khamphée Wittaya Bannangsata, Yala, Thailand
2. To analyze the implementation of used digital games in the Mini English program at Khamphée Wittaya Bannangsata, Yala, Thailand
3. To find out the strength and weaknesses of used digital games in the Mini English program

E. Research Significances

The results of this action research are expected to give benefit both theoretically and practically.

1. Theoretically
 - a) The results of this research can be used as a reference for further research.
 - b) The results of this research can describe the problem and the solution of using digital games in the Mini English program.
2. Practically
 - a) The learner
The learner can get more qualities to achieve the materials
 - b) The Teacher
The teacher must appropriately English language, and they will be able to improve English language skills for the students to achieve the appropriate level by level.

F. Systematic of Writing

The systematic writing is used to provide the structure of the research clearly.

The thesis systematics is follows:

Chapter I is the introduction. This chapter describes the research background, research focus and scope, research

problems, research objectives, research significance, and systematic of writing.

Chapter II is review of related literature. In this chapter, the theoretical basis is provided or described, the review of related previous studies and theoretical framework.

Chapter III is research methodology. This chapter will provide the type of research approaches, research stings, research subjects, data resources, data collection techniques, data validity testing, and data analysis techniques.

Chapter IV is finding and conclusion. In this section, an overview of research objects, description of research, and data analysis from the research.

Chapter V is closing. As the final chapter, this chapter briefly presents conclusions obtained from the discussion and also contain suggestion for interested parts for the development of further research.

