

## CHAPTER II LITERATURE REVIEW

### A. Theoretical Description

#### 1. English Language Teaching and Learning in Thailand

English has become an international language used as a means of everyday communication almost all over the world. Because it connects the East and the West, the North and the South, English has emerged as the language with the greatest rate of growth in the contemporary era<sup>1</sup>. And also, it is commonly used in every field of science, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information technology, and more<sup>2</sup>. In addition, it also becomes the official or co-official language of 45 countries, and it is frequently used in countries where no official position exists because it is required in many industries and jobs<sup>3</sup>. Especially, in education it has a crucial role to support students not only in the educational fields but also provide them with communication skills that can help them to communicate with people all over the world in every field. Therefore, studying English in this age of globalization is essential, especially for students who want to equip themselves with a variety of skills and information for the future. Due to this situation, English has been taught almost all over the world including in Thailand.

Thailand is a Southeast Asian EFL country where English is taught as the first foreign language in all educational institutions. Nomnian and Arphattananon claimed that English as a foreign language (EFL) learning can be an essential stepping stone for their advancement in both English competence and intellectual development<sup>4</sup>.

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<sup>1</sup> P. S Rao, "The Role of English As Global Language," *Edukasi* 19, no. 1 (2021): 21, <https://doi.org/10.33387/j.edu.v19i1.3200>.

<sup>2</sup> Rao, "The Importance of Speaking Skills in English Classrooms."

<sup>3</sup> Mahu, "Why Is Learning English So Beneficial Nowadays?"

<sup>4</sup> Singhanat Nomnian and Thithimadee Arphattananon, "School Administrators' Competencies for Effective English Language Teaching and

English also plays a significant role in Thailand as a lingua franca<sup>5</sup> because Thais primarily utilize it to communicate with people whose first language is not English, especially in the Thai tourism industry<sup>6</sup>. Furthermore, with the foundation of the ASEAN Community in 2015, English will become the official language of communication between ASEAN member countries and their counterparts<sup>7</sup>.

Thailand was not colonized by the British or any other European force, in contrast to several other nations in the region, including Malaysia, Singapore, and Burma<sup>8</sup>. As a result, Thailand's history of interaction with the English language has been rather brief. The official usage of English in Thailand is commonly linked to Rama III's reign (1824-1851) who saw it as a necessity in the face of the increasing presence of the British colonial power and as a modernizing force<sup>9</sup>. However, English was mostly kept to the court until 1921, when it was included into the school curriculum. However, at this point, it was more commonly regarded as an academic subject than a means of communication<sup>10</sup>. Then, it became a required topic in all primary schools in 1996. This was followed by the 1999 Education Act and the following National Education Curriculum, which placed English, along with IT, "at the forefront of national intellectual development" in 2002<sup>11</sup>.

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Learning in Thai Government Primary Schools," *IAFOR Journal of Education* 6, no. 2 (2018): 51–70, <https://doi.org/10.22492/ije.6.2.04>.

<sup>5</sup> William Baker, "Intercultural Awareness and Intercultural Communication through English: An Investigation of Thai English Language Users in Higher Education," *Social Sciences*, 2009, 365.

<sup>6</sup> Richard Watson Todd, "The Myth of the Native Speaker as a Model of English Proficiency," *REFlections* 8 (2006): 1–7.

<sup>7</sup> Wilaiporn Kongkerd, "Teaching English in the Era of English Used as a Lingua Franca in Thailand," *Executive Journal* 4 (2013): 3–12.

<sup>8</sup> Will Baker, "English as a Lingua Franca in Thailand: Characterisations and Implications Will," *Englises in Practice*, no. 1 (2012).

<sup>9</sup> Baker.

<sup>10</sup> Achara Wongsothorn, Kulaporn Hiranburana, and Supanee Chinnawongs, "English Language Teaching in Thailand Today," *Asia Pacific Journal of Education* 22, no. 2 (2002): 107–16, <https://doi.org/10.1080/0218879020220210>.

<sup>11</sup> Wongsothorn, Hiranburana, and Chinnawongs.

This required a change in emphasis from teaching English as a subject of academic study to English as a communication tool. English plays an even bigger significance in Thailand as a result of that the country is a founding member of ASEAN, an organization that was founded in 1967 and utilizes English as its official working language<sup>12</sup>.

dAccording to Thai National Compulsory Education, students must complete at least 12 years of English study, excluding kindergarten, during both compulsory and elective courses (6 years in primary school and 6 years in secondary school)<sup>13</sup>. Furthermore, at the university level, students must complete a minimum of 12 credits of English study. Furthermore, as the importance of English is recognized, the number of English programs in Thai schools, English bilingual schools, international schools, and private English language schools is rapidly expanding<sup>14</sup>. And to stimulate the growth of Thai students' English abilities, the Thai government has supported English development campaigns through the programs of the Thai Ministry of Education (such as English Day and English Zone)<sup>15</sup>. So, it can be concluded that although the use of English in Thailand is not for daily communication, Thai people view English as a crucial foreign language for communication with foreigners and usage in their jobs and education.

English is taught in schools as one of many foreign language disciplines, according to the Thai basic education curriculum 2009. The objectives of learning a foreign language are for students to develop a positive attitude toward studying languages, to be able to communicate in a

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<sup>12</sup> Baker, "English as a Lingua Franca in Thailand: Characterisations and Implications Will."

<sup>13</sup> Khwanchit Suwannoppharat and Sumalee Chinokul, "Applying CLIL to English Language Teaching in Thailand: Issues and Challenges," *Latin American Journal of Content and Language Integrated Learning* 8, no. 2 (2015): 237–54, <https://doi.org/10.5294/laclil.2015.8.2.8>.

<sup>14</sup> Trakulkasemsuk, "English in Thailand: Looking Back to the Past, at the Present and towards the Future."

<sup>15</sup> Suwannoppharat and Chinokul, "Applying CLIL to English Language Teaching in Thailand: Issues and Challenges."

variety of contexts, to seek information, to pursue a livelihood, and to get access to higher education. The curriculum's major ideas connect English to communication, culture, other subject matter, and community<sup>16</sup>. Each level has a different number of hours dedicated to teaching English (see Table 1<sup>17</sup>. overleaf). English begins in Grade 1, but just for one hour each week to achieve early mastery of the Thai language and math. Upper secondary students have fewer required hours, but their extra hours of English come from their electives, which vary depending on their interests and the requirements of their field of study (Arts, or Science)<sup>18</sup>.

**Table 2.1**  
**Number of Hours of English Instructions at Primary and Secondary Levels**

| Level           | Hours of teaching/year  | Languages  |
|-----------------|---|--|
| Primary 1-3     | 40 hours year<br>(1 hour per week)                                      | English only   |
| Primary 4-6     | 80 hours/years<br>(2 hours per week)                                    |  |
| Lower secondary | 120 hours/year<br>(3 hours per week)                                    | <ul style="list-style-type: none"> <li>English first foreign language</li> </ul>   |
| Upper secondary | 80 hours/years + extra hours of electives<br>(2 hours/week + electives) | <ul style="list-style-type: none"> <li>Other foreign languages such as Chinese, Japanese, French, German, Arabic.</li> </ul> |

In Thailand, English is widely used by people and students and has an important role for Thai people in daily life. And although it should be learned by students for 12 years in primary and secondary schools, the learning

<sup>16</sup> Ministry of Education, Core Curriculum of Basic Education A.D. 2002. Ministry of Education. 220, 2009.

<sup>17</sup> S Keyuravong, *Insights from THAILAND, Learning through English: Policies, Challenges and Prospects: Insights from East Asia*, 2010.

<sup>18</sup> Keyuravong.

outcomes are still problematic<sup>19</sup>. Based on Noom-Ura, it can be identified a few key factors that contributed to the failure of English language teaching and learning in Thailand, including a lack of skilled and poorly trained teachers, under-motivated students, students with a variety of academic abilities in classes that had too many students, and inadequate opportunities for students to communicate with English outside of the classroom<sup>20</sup>. According to Simpson, speaking and listening skills are not effectively presented to pupils since English instruction in Thailand focuses mostly on grammar and accuracy and teachers mainly teach English using Thai<sup>21</sup>. Thai people struggle to talk and listen in English as a result. Other elements that might be at play in Thailand's ineffective English teaching and learning have been investigated by certain researchers. For instance, Mackenzie discovered that Thai learners tend to be too hesitant to speak English, lack motivation to communicate in English, care excessively about accuracy, and rely on rote memory<sup>22</sup>.

A more detailed explanation of the problems of learning English involving students, teachers, curriculum, and others in Thailand has been explained in research conducted by Noom-Ura<sup>23</sup>.

#### **a. Problem Involving Teachers**

Teachers that participated in the survey were somewhat in agreement with the issues that they faced. Teaching writing ranked first among their problems, followed by combining practical learning in English classrooms, their limited usage of or exposure to English, teaching

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<sup>19</sup> Sripatham Noom-Ura, "English-Teaching Problems in Thailand and Thai Teachers' Professional Development Needs," *English Language Teaching* 6, no. 11 (2013): 139–47, <https://doi.org/10.5539/elt.v6n11p139>.

<sup>20</sup> Noom-Ura.

<sup>21</sup> J. Simpson, "Integrating Project-Based Learning in an English Language Tourism Classroom in a Thai University. (PhD Thesis)," *Australian Catholic University*, no. May (2011).

<sup>22</sup> Mackenzie, Alan S. "EFL curriculum reform in Thailand." In *1st Annual JALT Pan-SIG Conference, Kyoto, Japan*. 2002.

<sup>23</sup> Noom-Ura. "English-Teaching Problems in Thailand and Thai Teachers' Professional Development Needs," p. 143

listening and speaking, and effectively utilizing games and music in English classes.

**b. Problem Involving Students**

Respondents strongly agreed that students were a problematic factor in the success of their teaching. Eight items got an average score of more than 4. The highest problems included 1) students did not have enough English practice on their own; 2) students having fewer opportunities for exposure to English outside the classroom; 3) students' knowledge and skills of English were lacking; 4) students thinking in Thai before translating into English; 5) students who had writing issues; 6) students who were impatient when practicing English; 7) students who had listening and pronunciation issues; and 8) students lack confidence in speaking English.

**c. Problems Involving Curricula and Textbooks Responses**

Responses related to the curriculum and textbooks are at a moderate level. The top five problem areas include 1) impracticality of guidelines for managing activities in the curriculum; 2) curriculum is too much to cover; 3) teachers do not understand curriculum details; 4) curriculum is inappropriate for local conditions; and 5) teachers lack curriculum expert advisers.

**d. Problems Involving Assessment**

The teachers believed that their assessment-related issues were on a modest level. Assessment of listening-speaking skills, writing, and listening were the three elements that showed a fairly significant degree of issues. The capability of creating assessments of grammar, structure, and vocabulary presented the least trouble.

**e. Problems Involving Other Factors**

More elements affect how well teachers succeed. The top three issues were: 1) insufficient computer and language lab resources to support teaching; 2) a lack of English-native teachers, and 3) insufficient time allocated for English classes.

So, based on the explanation above, many factors influence the success of the English teaching and learning process in Thailand. However, despite some problems that influence teaching and learning, there should be some strategies to solve these problems. Kaur, et al suggest five strategies to increase English language teaching in Thailand<sup>24</sup>. These are establishing a network of local English teachers to plan seminars, presentations, and training courses for other teachers to achieve English knowledge and skills; expanding bilingual schools by hiring qualified foreign teachers; increasing the number of bilingual schools; and engaging teachers in educational planning at a national level. Being aware of English as a lingua franca (ELF), ASEAN's official working language is also crucial. English teachers in Thailand should use more practical and realistic teaching methods with elementary school children who will interact with other non-native speakers in the Southeast Asian region.

## **2. The Use of Digital Game-Based Learning in English Language Teaching**

The active learning methodology has been widely celebrated in recent years as a pedagogical process that engages students in activities to awaken cognitive abilities and encourage deep learning. There are so many approaches that could be used by the teacher to increase student interest in the teaching and learning activities. Choosing appropriate approaches is important for teachers because good approaches can provide students the opportunities to improve their abilities in learning activities, and to discuss, interact, and express their ideas related to the subject. However, in implementing approaches to increase student involvement in the learning process, there are still obstacles that prevent students from being involved. And this makes researchers find an

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<sup>24</sup> Amrita Kaur, David Young, and Robert Kirkpatrick. "English education policy in Thailand: Why the poor results?" In *English language education policy in Asia*, pp. 345-361. Springer, Cham, 201 cited in Nomnian and Arphattananon, "School Administrators' Competencies for Effective English Language Teaching and Learning in Thai Government Primary Schools." p. 54.

innovative method to motivate the student to participate in teaching and learning activities<sup>25</sup>.

Additionally, in teaching and learning process, teachers can select their own teaching methods that are thought to be appropriate and effective in achieving the learning objectives and developing students' abilities<sup>26</sup> and courses that are suitable to the students' needs. As a result, teaching strategies are not specifically presented in the current curriculum. The teacher must have a thorough understanding of the students' intended learning objectives and competencies in order to facilitate effective teaching strategy<sup>27</sup>.

According to the research done by Mantra et al., teachers frequently employ the following language acquisition strategies<sup>28</sup>:

a. Direct Learning Strategy (Direct Instruction)

The most commonly used strategy employed by teachers is direct learning. A teacher-oriented learning form and strategy are both known as direct learning strategies. Because the teacher dominates class engagement, this is known as direct learning. Teachers primarily use oral communication to convey learning content, and the process of learning activities is carefully regulated, allowing the teacher to oversee all learning activities. The student's academic ability is then the strategy's primary focus. The primary delivery method for this strategy is teacher lectures and demonstrations. Other teaching methods under the direct direction of the teacher may also be part of the strategy.

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<sup>25</sup> Maxwell Hartt, Hadi Hosseini, and Mehrnaz Mostafapour, "Game On: Exploring the Effectiveness of Game-Based Learning," *Planning Practice and Research* 35, no. 5 (2020): 589–604, <https://doi.org/10.1080/02697459.2020.1778859>.

<sup>26</sup> Ulfiatul Mustika Wardah, "An Analysis of Teacher Strategies in Teaching Reading."

<sup>27</sup> Ulfiatul Mustika Wardah.

<sup>28</sup> Mantra et al., "Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning."



b. Cooperative Learning Strategy

By collaborating, this teaching strategy emphasizes the development of the students' social skills. To learn specific materials and develop certain learning competencies, students are separated into groups of three to five. Students are encouraged to collaborate effectively in their group settings by using this teaching strategy. Because of their cooperation, students in each group are required to help and support each other in learning. Because the assessment totally depends on the group's accomplishment, students with higher achievement levels must help student with lower achievement levels. Failure on an individual level then results in failure on an organizational level.

c. Problem-Solving Strategy

Students are taught the problem-solving strategy as a way to solve problems. By using this strategy, teachers can teach students to understand problems and how to provide them with appropriate solutions. Students that use problem-solving strategies are better able to understand and remember the material they are studying. Teachers are expected to give students instruction materials in the form of problems that they must solve. The topic will then be discussed in small groups with the students.

d. Repetition Strategy

Another teaching strategy that language teachers use is repetition. Students practice memorizing certain learning topics using this technique. Numerous learning activities can improve students' memorization abilities. These consist of things like learning vocabulary, grammar rules, sentence construction, paragraph aspects, language use, etc. For rapid, simple, and constrained usage, everything that was already stored in the mind was remembered. To comprehend more difficult learning content, complex repetition strategies are required. The challenging learning materials require students to summarize, paraphrase, and rewrite important information in addition to underlining and noting important points. Therefore, this strategy needs

to be used properly in order to meet the relevant learning objectives.

e. Elaboration Strategy

Another strategy used by the teachers is the elaboration strategy. As part of this strategy, more information is given to make new material more meaningful. Coding becomes clearer and more certain when using an elaboration strategy. The elaboration strategy helps in the transmission of new information from short-term to long-term memory in the brain by connecting and combining new and old information. This method enables teachers to give students more supplemental information to help in their understanding of the course topic.

f. Organizational Strategy

By organizing all of the students' thoughts, this strategy helps them understand the learning material's content. Decomposing ideas or phrases into smaller, easier-to-manage groupings is part of the organizational strategy. The technique can also be used to isolate key ideas or specifics from a larger body of information. The teachers are used to taking notes, mind mapping, and concept mapping, among other organizational techniques. By employing this technique during the teaching-learning process, students can comprehend and arrange their knowledge in chronological sequence.

As a result, the strategies are regarded to be effective in enhancing students' learning abilities. The ability to choose a learning approach that is suitable for the subject matter being taught is a requirement for teachers. To improve students' academic progress, teachers should create a flexible learning environment in the classroom. A good learning strategy helps students in acquiring the required skills.

Hollander and Thomas state that there are new strategies for increasing intrinsic motivation for learning have emerged as a result of a study into the convergence of

games and pedagogy<sup>29</sup>. Then, as mentioned before, games can be used by teachers as a method to increase students' engagement in the learning process, and it is known as the Game-Based Learning approach. Furthermore, game-based learning can be referred to as an approach in which students are encouraged to participate in class activities through games, gameful interaction, and gameful design<sup>30</sup>. Tu, et al define game-based learning as the use of game techniques, game thinking, and game materials in situations other than games to engage learners<sup>31</sup>. In addition, Qian and Clark describe game-based learning as a setting where gameplay and material improve the learning of knowledge and skills, and where gaming activities involve challenges and problem-solving areas that provide players/learners a sense of accomplishment<sup>32</sup>. According to Cicchino, game-based learning is a multidimensional method that gives students the chance to develop their knowledge and understanding<sup>33</sup>. So, it can be concluded that GBL is an approach used by teachers in learning activities involving games to engage students and support them to improve their skills, knowledge, and understanding.

In this globalization era, the advancement of computer technology has increased significantly in recent years. Everything nowadays is easier to access games than

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<sup>29</sup> Justin B. Hollander and David Thomas, "Commentary: Virtual Planning: Second Life and the Online Studio," *Journal of Planning Education and Research* 29, no. 1 (2009): 108–13, <https://doi.org/10.1177/0739456X09334142>.

<sup>30</sup> Hartt, Hosseini, and Mostafapour, "Game On: Exploring the Effectiveness of Game-Based Learning."

<sup>31</sup> Chih-Hsiung Tu, Laura E. Sujo-Montes, and Cherg-Jyh Yen. "Gamification for learning." In *Media rich instruction*, pp. 203-217. Springer, Cham, 2015.

<sup>32</sup> Meihua Qian and Karen R. Clark, "Game-Based Learning and 21st Century Skills: A Review of Recent Research," *Computers in Human Behavior* 63 (2016): 50–58, <https://doi.org/10.1016/j.chb.2016.05.023>.

<sup>33</sup> Marc I. Cicchino, "Using Game-Based Learning to Foster Critical Thinking in Student Discourse," *Interdisciplinary Journal of Problem-Based Learning* 9, no. 2 (2015), <https://doi.org/10.7771/1541-5015.1481>.

before<sup>34</sup>. On consoles, desktops, and mobile devices, people of all ages and genders and from different socioeconomic backgrounds are playing games. As a result, there are several studies related to game-based learning have been conducted by some researchers. These researchers have examined GBL from various angles. Several studies have focused on GBL outcomes such as studies that have been conducted by Qian and Clark (2016)<sup>35</sup>, Hainey et al (2016)<sup>36</sup>, and Tokac et al (2019)<sup>37</sup>. Other studies decided to focus on a specific educational level, such as K–12 such as Hainey et al<sup>38</sup>, and higher education such as Subhas and Cudney<sup>39</sup>. Furthermore, some researchers examined specific subject areas such as language (Hung, Chang, and Yeh, 2016)<sup>40</sup>, engineering (Despeisse, 2018)<sup>41</sup>, history (Huizenga, et al)<sup>42</sup>, geography

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<sup>34</sup> Niamboue Bado, “Game-Based Learning Pedagogy: A Review of the Literature,” *Interactive Learning Environments* 30, no. 5 (2022): 936–48, <https://doi.org/10.1080/10494820.2019.1683587>.

<sup>35</sup> Qian and Clark, “Game-Based Learning and 21st Century Skills: A Review of Recent Research.”

<sup>36</sup> Thomas Hainey et al., “A Systematic Literature Review of Games-Based Learning Empirical Evidence in Primary Education,” *Computers and Education* 102 (2016): 202–23, <https://doi.org/10.1016/j.compedu.2016.09.001>.

<sup>37</sup> Umit Tokac, Elena Novak, and Christopher G. Thompson, “Effects of Game-Based Learning on Students’ Mathematics Achievement: A Meta-Analysis,” *Journal of Computer Assisted Learning* 35, no. 3 (2019): 407–20, <https://doi.org/10.1111/jcal.12347>.

<sup>38</sup> Hainey et al., “A Systematic Literature Review of Games-Based Learning Empirical Evidence in Primary Education.”

<sup>39</sup> Sujit Subhash and Elizabeth A. Cudney, “Gamified Learning in Higher Education: A Systematic Review of the Literature,” *Computers in Human Behavior* 87 (2018): 192–206, <https://doi.org/10.1016/j.chb.2018.05.028>.

<sup>40</sup> Hsiu Ting Hung, Jo Ling Chang, and Hui Chin Yeh, “A Review of Trends in Digital Game-Based Language Learning Research,” *Proceedings - IEEE 16th International Conference on Advanced Learning Technologies, ICALT 2016*, 2016, 508–12, <https://doi.org/10.1109/ICALT.2016.9>.

<sup>41</sup> Mélanie Despeisse, “Games And Simulations in Industrial Engineering Education: A Review Of The Cognitive And Affective Learning Outcomes,” *2018 Winter Simulation Conference*, 2018, <https://doi.org/10.1109/WSC.2018.8632285>.

<sup>42</sup> J. Huizenga et al., “Mobile Game-Based Learning in Secondary Education: Engagement, Motivation and Learning in a Mobile City Game: Original Article,” *Journal of Computer Assisted Learning* 25, no. 4 (2009): 332–44, <https://doi.org/10.1111/j.1365-2729.2009.00316.x>.

(Tüzün, et al)<sup>43</sup>, nutrition (Yien, et al)<sup>44</sup>, science (Meluso et al)<sup>45</sup>, and healthcare (Ghoman et al, 2010)<sup>46</sup>. Based on the studies mentioned by the researcher before, it can be concluded that games have the potential as instructional tools used by the teacher to engage students in the learning process and it provides many advantages that support both students and teachers. Teacher can use games as the effective learning tools to support them to creating fun and interesting class. Furthermore, by employing an interesting teaching class, the student may not feel bored quickly and make them feel comfort in mastering English as a foreign language in the classroom.

The advantages of using games in the teaching and learning process have been mentioned by some researchers. Hartt et al that the one significant advantage of games and game-based activities in the classroom is their capacity to tempt internal learning motivation by providing numerous 'joyful' materials<sup>47</sup>. Nur and Melor also say that using games in the teaching and learning process has numerous advantages in improving the fluency and language skills of ESL learners because it is an enjoyable environment for learning to occur effectively<sup>48</sup>. Game-based learning is effective and innovative learning strategy

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<sup>43</sup> Hakan Tüzün et al., "The Effects of Computer Games on Primary School Students' Achievement and Motivation in Geography Learning," *Computers and Education* 52, no. 1 (2009): 68–77, <https://doi.org/10.1016/j.compedu.2008.06.008>.

<sup>44</sup> Jui Mei Yien et al., "A Game-Based Learning Approach to Improving Students' Learning Achievements in a Nutrition Course," *Turkish Online Journal of Educational Technology* 10, no. 2 (2011): 1–10.

<sup>45</sup> Angela Meluso et al., "Enhancing 5th Graders' Science Content Knowledge and Self-Efficacy through Game-Based Learning," *Computers and Education* 59, no. 2 (2012): 497–504, <https://doi.org/10.1016/j.compedu.2011.12.019>.

<sup>46</sup> Simran K. Ghoman et al., "Serious Games, a Game Changer in Teaching Neonatal Resuscitation? A Review," *Archives of Disease in Childhood: Fetal and Neonatal Edition* 105, no. 1 (2020): F98–107, <https://doi.org/10.1136/archdischild-2019-317011>.

<sup>47</sup> Hartt, Hosseini, and Mostafapour, "Game On: Exploring the Effectiveness of Game-Based Learning."

<sup>48</sup> Syafiqah Yacob and Md Yunus, "Language Games in Teaching and Learning English Grammar: A Literature Review."

which can help students to improve their abilities in language studies as well as increase collaboration and keep active learning activities<sup>49</sup>. Furthermore, the study conducted by Yang claims that children are not only having fun when playing games, but they are also developing learning skills, improving visual and spatial perspective, and exercising decision-making<sup>50</sup>. When games are included in language courses, it promotes higher-order learning and thinking skills (HOTS), which are essential for students to grow as future professionals<sup>51</sup>. Therefore, the use of game-based learning is very helpful for teachers and students in achieving the objectives of learning English. However, to achieve the objective of learning through a game-based learning approach, four key elements must be considered: goal setting, player engagement, environment building, and progressive design<sup>52</sup>.

Goal setting, the first step in a gameful design, is essential for the success of practically any learning technique. Setting goals creates the framework from which all other elements—such as rules, dynamics, and rewards—follow. So, before creating the game, it is essential to fully identify the main objective and the target behavior.

The second vital element is player engagement, which is critical to the acceptance and success of game-based learning. Knowing the audience is essential for maximizing engagement. This consists of creating reward

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<sup>49</sup> Suo Yan mei, Suo Yan Ju, and Zalika Adam, "Implementing Quizizz as Game Based Learning in the Arabic Classroom," *European Journal of Social Science Education and Research* 5, no. 1 (2019): 194–98, <https://doi.org/10.2478/ejser-2018-0022>.

<sup>50</sup> Ya Ting Carolyn Yang, "Building Virtual Cities, Inspiring Intelligent Citizens: Digital Games for Developing Students' Problem Solving and Learning Motivation," *Computers and Education* 59, no. 2 (2012): 365–77, <https://doi.org/10.1016/j.compedu.2012.01.012>.

<sup>51</sup> Jemima Tivaraju, Melor Md Yunus, and Jamaluddin Badusah, "Learning English Is Fun Via Kahoot: Students' Attitude, Motivation and Perceptions," *Seminar Pendidikan Transdisiplin (STEd 2017)*, 2017, 218–29.

<sup>52</sup> Chih-Hsiung Tu, Laura E. Sujo-Montes, and Cherng-Jyh Yen. "Gamification for learning."

systems and game mechanics that are suitable for the audiences' age, skill level, academic specialization, and personality. Furthermore, including elements that involve some degree of social contact is also crucial. It is more interesting and provides more opportunities for synergistic learning when players engage with one another during a game (e.g., collaborate, compete, or trade). Last but not least, it is critical to offer feedback after each game task because the player's motivation to advance in the game comes from feedback. And then, to keep learners interested in the game, it must be providing visual (e.g., an explosion), verbal (e.g., teacher appreciation), or reward feedback (e.g., points).

Third, teachers must create a learning environment that allows students to feel comfortable while learning. Hosseini & Hartt the atmosphere should be enjoyable and stimulating<sup>53</sup>. According to Tu et al, creating a gameful environment requires social interaction, meaningful rewards, and several game mechanics<sup>54</sup>. Social cooperation satisfies the natural need to engage with others, meaningful rewards provide flexibility, and including several games, mechanics accommodates various learning methods. The physical environment should be optimized to create a cozy, interesting, and open atmosphere because it is a component of the learning environment as well.

And at last, game design should be a continuing activity<sup>55</sup> (Tu et al., 2014). Game-based learning involves motivation, action, and feedback in a cyclical, iterative process. A game's design should be created and updated as the audience, objectives, and resources change. Giannetto et al. highlight several key game design elements, which include feedback (mechanism the instructor and/or students

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<sup>53</sup> Hadi Hosseini, Maxwell Hartt, and Mehrnaz Mostafapour, "Learning IS Child's Play: Game-Based Learning in Computer Science Education," *ACM Transactions on Computing Education* 19, no. 3 (2019): 1–18, <https://doi.org/10.1145/3282844>.

<sup>54</sup> Chih-Hsiung Tu, Laura E. Sujo-Montes, and Cherng-Jyh Yen. "Gamification for learning".

<sup>55</sup> Chih-Hsiung Tu, Laura E. Sujo-Montes, and Cherng-Jyh Yen. "Gamification for learning".

can use to learn about the progress being made), rules (boundaries for what students can or cannot do), currency (measurement system), level (amount of currency needed to accomplish an objective), and tracking mechanisms (tool to measure student's progress)<sup>56</sup>. Additionally, the game's components and mechanisms need to match the audience's preferences and its primary objectives.

There are two categories of GBL: digital and non-digital or physical games. Both are frequently used to support language teaching. Language teachers and students still take interest in traditional games like Wheel of Grammar (WOG), Snake and Ladders, and Grammar Monopoly. While schools with enough capabilities for digital language games to take place might choose from Quizizz, Kahoot!, Quizlet, Edmodo, Frog play, and massively multiplayer online role-playing games (MMORPG)<sup>57</sup>.

In recent years, digital learning games have become a popular reference medium in the educational sector. Digital game-based learning (DGBL) is the practice of using the entertainment value of digital games to further educational objectives<sup>58</sup>. According to Ethel and Jamet, with digital game-based learning (DGBL), students engage in a competitive activity with educational objectives designed to encourage knowledge acquisition<sup>59</sup>. Then, digital games on computers, iPads, and smartphones are no longer just for entertainment in the twenty-first century; they have also become a very active educational tool among students, teachers, and parents for teaching and learning both inside and outside of the classroom. Almost

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<sup>56</sup> David Giannetto, Joseph T. Chao, and Anthony Fontana, "Gamification in a Social Learning Environment," *Issues in Informing Science and Information Technology* 10 (2013): 195–207, <https://doi.org/10.28945/1806>.

<sup>57</sup> Syafiqah Yacob and Md Yunus, "Language Games in Teaching and Learning English Grammar: A Literature Review."

<sup>58</sup> Marc Prensky, "Digital Game-Based Learning Prensky," *Games2train* 1, no. 1 (2003): 1–4.

<sup>59</sup> S. Erhel and E. Jamet, "Digital Game-Based Learning: Impact of Instructions and Feedback on Motivation and Learning Effectiveness," *Computers and Education* 67 (2013): 156–67, <https://doi.org/10.1016/j.compedu.2013.02.019>.



every lesson involves games as a learning method to increase student interest in the learning process. Game-based learning is also used by English teachers to improve student's English skills (listening, speaking, writing, and reading). It also can help students to enhance students' collaboration and be active in the learning process<sup>60</sup>. Furthermore, language games that are learner-centered and 21st-century teaching and learning styles that focus on learners' independent learning are highly suggested to replace traditional teaching methods to improve and develop ESL learners' fluency<sup>61</sup>. Learning through language games is a fun technique for ESL teachers to keep students interested and motivated in learning English.

### **3. Using Kahoot! as Mini English Program in Khamphée Witthaya, Bannang Sata, Yala, Thailand**

Nowadays, technology is being rapidly integrated into many aspects of life, including education, and has been widely used in classrooms to facilitate evaluation, and increase student engagement, motivation, and learning. It is also used by the teacher to address difficult materials more engaging and interesting for students so that they can be easily understood. In addition, to support these efforts, there has been a transition away from traditional student response systems (SRS) like "clickers" and "zappers" and toward more modern game-based SRS (GSRS) like Kahoot! and Socrative systems<sup>62</sup>. GSRS is a game-based system in which the teacher creates interactive quizzes that are shown as regular lecture slides, allowing students to answer the questions in a game world using a web browser on their digital devices. Images and videos can be added to

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<sup>60</sup> Yan mei, Yan Ju, and Adam, "Implementing Quizizz as Game Based Learning in the Arabic Classroom."

<sup>61</sup> Adeng, L. A., and P. M. Shah. "Teacher beliefs and attitudes toward the use of language games in teaching grammar to young learners." In *Proceedings: International Seminar on Educational Comparative in Competency Based Curriculum between Indonesia and Malaysia*, pp. 572-582. 2012. Cited in Syafiqah Yacob and Md Yunus, "Language Games in Teaching and Learning English Grammar: A Literature Review."

<sup>62</sup> Alf Inge Wang, "The Wear out Effect of a Game-Based Student Response System," *Computers and Education* 82 (2015): 217-27, <https://doi.org/10.1016/j.compedu.2014.11.004>.

quizzes, and the teacher can control the speed of play<sup>63</sup>. Correct answers to the questions result in points being given to the students, and the promptness of those responses also affects the number of points given. As in game shows, the points of the students are shown on the screen, which encourages them to top the scoreboard. Wang stated that integrating GSRS into regular classroom activity improves student participation.

One of the popular game-based student response systems (GSRS) that is suitable for language learning is Kahoot! Kahoot! is a game-based student response system (GSRS) where the teacher performs as the presenter and the students engage in a game show that is temporarily set up in the classroom<sup>64</sup>. Kahoot! combines audience participation, role-playing, and multimedia tools<sup>65</sup>. Wang and Tahir claim that Kahoot! is used to assess students' knowledge, as a type of formative evaluation, or as a break from traditional classroom activities<sup>66</sup>. In Kahoot! The creator or teacher can create game-related question types such as Quiz questions (multiple choice), True or False questions, Puzzles, polls, Word cloud, or a Slide. After the teacher chooses what question types they will use, the teacher can input the question and the answer related to the topic. Then, teachers can also set a time limit for each question (from 5 to 120 minutes). To play Kahoot!, the teacher will launch Kahoot! in a web browser and the students can easily access it. Kahoot is a free online tool for creating and using educational games that engage students directly and provide an interactive environment for quizzes in any setting—at home, at work, or in the classroom.

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<sup>63</sup> Sherlock A. Licorish et al., “Students’ Perception of Kahoot!’s Influence on Teaching and Learning,” *Research and Practice in Technology Enhanced Learning* 13, no. 9 (2018): 1–24.

<sup>64</sup> Wang, “The Wear out Effect of a Game-Based Student Response System.”

<sup>65</sup> Alf Inge Wang and Rabail Tahir, “The Effect of Using Kahoot! For Learning – A Literature Review,” *Computers and Education* 149, no. January (2020): 103818, <https://doi.org/10.1016/j.compedu.2020.103818>.

<sup>66</sup> Wang and Tahir.

In Khamphée Witthaya, Bannang Sata, Yala, Thailand, Kahoot! is used as a Mini English Program used by teachers to support students learning in English class. Kahoot! in Khamphée Witthaya is included in the curriculum which provides them with acquiring English. It can be used by the teacher to make some exercises related to four English skills (listening, writing, speaking, and reading). It also helps teachers to measure students' knowledge and skills in English teaching and learning. Teachers design their games based on syllabi and use lesson plans to teach their students. Their lesson plans cover the important parts of teaching and learning: rationale, objectives, content, learning activities, learning materials, and evaluation procedures. Lastly, the teacher engages students in learning the target language by playing games following this procedure: warm-up, presentation, practice, production, and closing, game-based learning components must also be taken into account so that game design and implementation can serve class goals and improve students' language proficiency simultaneously. Of course, class activities and students' involvement in learning the target language will also increase.

## B. Previous Research

After the Kahoot! game-based learning platform released in September 2013, lots of researchers have conducted research related to the use of Kahoot! in learning and teacher activities, especially in English language learning. And the researcher has collected several previous studies related to the research conducted by the researcher.

### 1. “Go Kahoot!” Enriching Classroom Engagement, Motivation, and Learning Experience with Games<sup>67</sup>

This study was conducted by Sherlock A. Licorisha, Jade Li George, and Helen. E. Owen & Ben Daniel. The researchers used semi-structured interviews to assess the

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<sup>67</sup> Sherlock A. Licorish et al., ““Go Kahoot!’ Enriching Classroom Engagement, Motivation and Learning Experience with Games,” *Proceedings of the 25th International Conference on Computers in Education, ICCE 2017 - Main Conference Proceedings*, 2017, 755–64.

system's effectiveness in keeping students' attention during lectures, and to learn more about how Kahoot! affects the dynamics of the classroom, student motivation, and the learning process. The findings of this study are when Kahoot! is used in the classroom, it improves the quality of student learning, with the greatest effects seen on classroom dynamics, engagement, and motivation. The researchers also discovered that using games in the classroom can substantially reduce distracting student behaviors and activities and enhance teaching and learning beyond what is normally offered in regular classrooms (e.g., normal PowerPoint slides and chalk and talk).

## 2. **Integration of Kahoot into the EFL Classroom**<sup>68</sup>

The study conducted by Yen-Ju Hou was d to investigate the effects of integrating questioning strategies with the Interactive Response System (IRS), Kahoot, into English reading courses among junior college students in Taiwan. The participants of this study consisted of 130 Junior college students who majored in English and participated in literacy reading classes for one semester. They contributed to the fulfillment of surveys about the motivation for learning English and opinions about the usage of Kahoot in the classroom. The study revealed that in the end, students had a good attitude toward using IRS and it was shown that the students' general pleasure with Kahoot, along with gender and English proficiency, were significant factors in determining their willingness to study.

## 3. **Building Vocabulary Skills and Classroom Engagement with Kahoot!**<sup>69</sup>

This study was conducted by Ben Taylor and Eric Reynolds and aimed to examine the influence of Kahoot on vocabulary memory and classroom engagement, with the assumption that the platform would improve both. This

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<sup>68</sup> Yen Ju Hou, *Integration of Kahoot into EFL Classroom, Communications in Computer and Information Science*, vol. 852 (Springer International Publishing, 2018), [https://doi.org/10.1007/978-3-319-92285-0\\_5](https://doi.org/10.1007/978-3-319-92285-0_5).

<sup>69</sup> Ben Taylor and Eric Reynolds, "Building Vocabulary Skills and Classroom Engagement with Kahoot!," *The 26th Korea TESOL International Conference*, 2018, 89, [https://doi.org/10.1016/0002-9394\(70\)90110-8](https://doi.org/10.1016/0002-9394(70)90110-8).

study consisted of 51 students, 37 students in the experimental groups, and 14 students in the control group classes. Experimental-group teachers used the same Kahoot quizzes to present vocabulary words to their students, both as multiple-choice questions and as fill-in-the-blank questions. The study took place at a South Korean University in 2018. The final result of the study is that Kahoot creates a positive learning environment and a fulfilling learning experience while enhancing language retention.

#### **4. Learning English Is Fun Via Kahoot: Students' Attitude, Motivation, and Perceptions<sup>70</sup>**

This study was conducted by Jemima Tivaraju, Melor Md Yunus, and Jamaluddin Badusah that aimed to investigate the attitude, motivation, and perception of primary-level students in learning English using Kahoot! game. Action research is the research design for this study which involved nine students as the target group. After they completed the lesson each day, the Kahoot game was conducted for three different topics in English. The data of this study was collected using Attitude and Motivation Test Battery questionnaires consisting of 10 items, an interview session with 5 semi-structured questions for three selected students, and the results of each Kahoot game that was played by the students and analyzed using descriptive analysis. The results of the questionnaires, interview session, and results of the game were shown in figures and tables. The study's conclusions demonstrate that all nine students were able to participate actively in the game and effectively master the target language. The students like utilizing games to learn English and hope to see more games in the future.

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<sup>70</sup> Tivaraju, Md Yunus, and Badusah, "Learning English Is Fun Via Kahoot : Students ' Attitude , Motivation and Perceptions."

**Table 2.2**  
**The Research Similarity and The Difference**

| No. | Previous Researches                 | Similarity  | Difference   |
|-----|-------------------------------------|---|--|
| 1.  | Licorish et al. (2016)              | How Kahoot! affects the dynamics of the classroom, student motivation, and the learning process of acquiring English. | The research is aimed to reveal the implementation of Kahoot! as a digital game in the Mini English program. |
| 2.  | Yen Ju Hou (2018)                   |   |  |
| 3.  | Ben Taylor and Eric Reynolds (2018) |   |  |
| 4.  | Jemima Tivaraju et al. (2017)       |   |  |

Based on the previous research conducted by the previous researchers related to gender differences and speaking anxiety in learning English as a foreign language as mentioned by the researcher. However, the number of studies related to the implementation of digital games in the Mini English Program is still rare. The researcher conducts this study to reveal the implementation of Kahoot! as a digital game in the Mini English Program at Khampee Withthaya School Yala, Thailand.

### C. Theoretical Framework

The use of English as a foreign language (EFL) or second language (ESL) in the current globalization era is without a doubt one of the most important abilities that people must learn to communicate and get information from others, particularly students. English has become a lingua franca that is the most commonly spoken and utilized language in the entire world. By mastering English, students will have communication skills that will help them gain knowledge and skills that are useful for their future because English has been used in various fields. English is used as the language of instruction in the fields of science, entertainment, economics, commerce, and others. Therefore, mastering English for students is very important. Furthermore, teachers and formal

schools are very influential in developing students' communication skills in English. By taking advantage of advances in technology, now teachers and schools can use digital tools to make interesting learning strategies, which can increase student involvement so that they are more active in the teaching and learning process. Digital products such as digital games-based learning are very helpful for teachers in teaching in the classroom. for example, the use of digital games-based learning, namely Kahoot! which helps the teacher in evaluating students' knowledge after getting the material. And now, many schools use Kahoot! as a learning tool that is included in the learning curriculum which will then be integrated with learning programs from schools such as the Mini English Program is at Khamphée Witthaya School Yala, Thailand.

This research aims to investigate the implementation of digital game-based learning in the Mini English Program at Khamphée Witthaya School Yala, Thailand. The researcher will focus on the strengths and weaknesses in learning English that influence students' problem-solving efforts with digital games used for grade 4 students. The research subject is game-based learning for Thai students. In addition, the result of this study can be used as a set of recommendations for teachers and schools program makers in designing English learning and teaching programs in Thailand.

