

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Result

The research findings are presented in this chapter. The goal is to provide solutions to the first chapter's research problems. There are three main goals for this study, which include the information about Mini English Program in Khamphée Wittaya Bannangsata, Yala, Thailand, how the implementation of digital games in the Mini English Program, and the strengths and the weakness of using digital games in Mini English program in Khamphée Wittaya Bannangsata, Yala, Thailand.

1. An overview of Khamphée Wittaya Bannangsata, Yala, Thailand

a. The history of the establishment of Khamphée Wittaya Bannangsata, Yala, Thailand

Khamphée withthaya Bannangsata Yala is a vocational high school under the auspices of the Madrasah Nurrudeen was established based on an operational permit from the Regent of 765J+XGX, Bannang Sata, Bannang Sata District, Yala 95130, Thailand Khamphée withthaya Bannangsata Yala has two expertise competencies, namely: Automotive (K.W), Khamphée wittaya rename from Phadung songkroh 2007 for education foundation¹.

HRamleemlee Phadung established Pondon (traditional school system) in 1962 in 1969 The school was registered as “Madrasah Nurrudeen” as a private school in 1971 the schrenamedenam to Khamp Withthya school in 1982 The school founder haji Ramlee Phadung Had passed away. During 1982-2001 School “School operation had to stop” in 2001 The school requested status to Islamic Private school and Academic the first year implemented “Secondary school” in 2005 the school expanded to the high school level. The students were about 300 students in 2007 the

¹ Documentation of the History of Khamphée Wittaya Bannangsata by Researcher, January 06th, 2023.

school transferred to Phadung Songroh for Education foundation in 2012 the school had expanded Kindergarten and Primary School².

In 2012 Khamphree with expanded Kindergarten and primary school Khamphree withthaya Bannangsata Yala is expected to be the first Boarding school in Bannangsata District that can produce human resources that have good character, excel in achievement, and private school³.

- b. The geographical location of Khamphree Wittaya Bannangsata, Yala, Thailand

Khamphree Wittayam school is located in Chopantang Village, Bannangsata District, in the direction of Betong – Yala sukhyang road. The location is very strategic and close to public transportation, making it easier for students to do their activities using public transportation. The location of Khamphree Wittayam school has the following boundaries; East side: garden, South side: resident house, West side: residents' house, Northside side: Gardens⁴.

- c. Vision and mission of Khamphree Wittaya Bannangsata, Yala, Thailand

Vision and mission statements are regarded as crucial components of an organization's strategic management process. applicable to all types of businesses, including large and small, public and private, for-profit and nonprofit, and multinational⁵. Khamphree withthaya Bannangsata Yala has the

² Documentation of the History of Khamphree Wittaya Bannangsata by Researcher, January 06th, 2023.

³ Documentation of the History of Khamphree Wittaya Bannangsata by Researcher, January 06th, 2023.

⁴ Documentation of Geographical location of Khamphree Wittaya Bannangsata by Researcher, January 05th, 2023.

⁵ William P. K. Darbi, "Of Mission and Vision Statements and Their Potential Impact on Employee Behaviour and Attitudes: The Case of A Public But Profit-Oriented Tertiary Institution," *International Journal of Business and Social Science* 3, no. 14 (2012): 95–109.

- following vision and mission. The vision of this school is Knowledgelede and Virut'⁶.
- d. List of teachers' names of MEP Khamphée Wittaya Bannangsata, Yala, Thailand⁷

Table 4.1
List of teachers' names of MEP Khamphée Wittayam school

No.	Name	Position
1	Areenee Kamaloding S.Ip	Head of the curriculum MEP
2	Putri Pertiwi	MEP 1 teacher
3	Nining Anggrani	MEP 2 teacher
4	Fairuz Khaday	MEP 3 teacher
5	Brian Novel	MEP 4 teacher
6	Ahlami Adae	MEP 5 teacher
7	Nureeyah Chema	MEP 6 teacher

- e. Institutional profile of Khamphée Wittaya Bannangsata, Yala, Thailand⁸

Table 4.2
Institutional profile of Khamphée Wittaya Bannangsata, Yala, Thailand

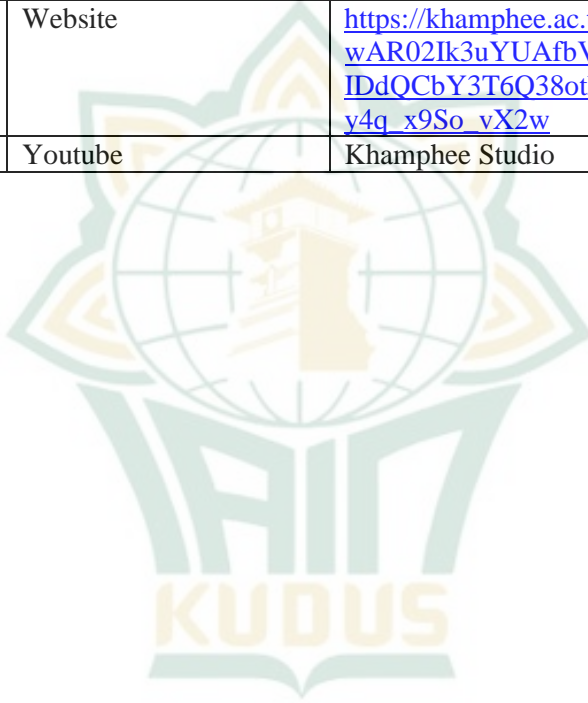
No	Data	Information
1	Name	Khamphée wittaya
2	NPSN	1195100070
3	Status	Swasta
4	Start Operation (Traditional school system)	1962
5	Accreditation	B
6	Address	Bannang Sata District, Yala, Thailand
7	Total MEP Teachers	7
8	Total MEP Students	210

⁶ Documentation of Vision and mission of Khamphée Wittaya Bannangsata by Researcher, January 05th, 2023.

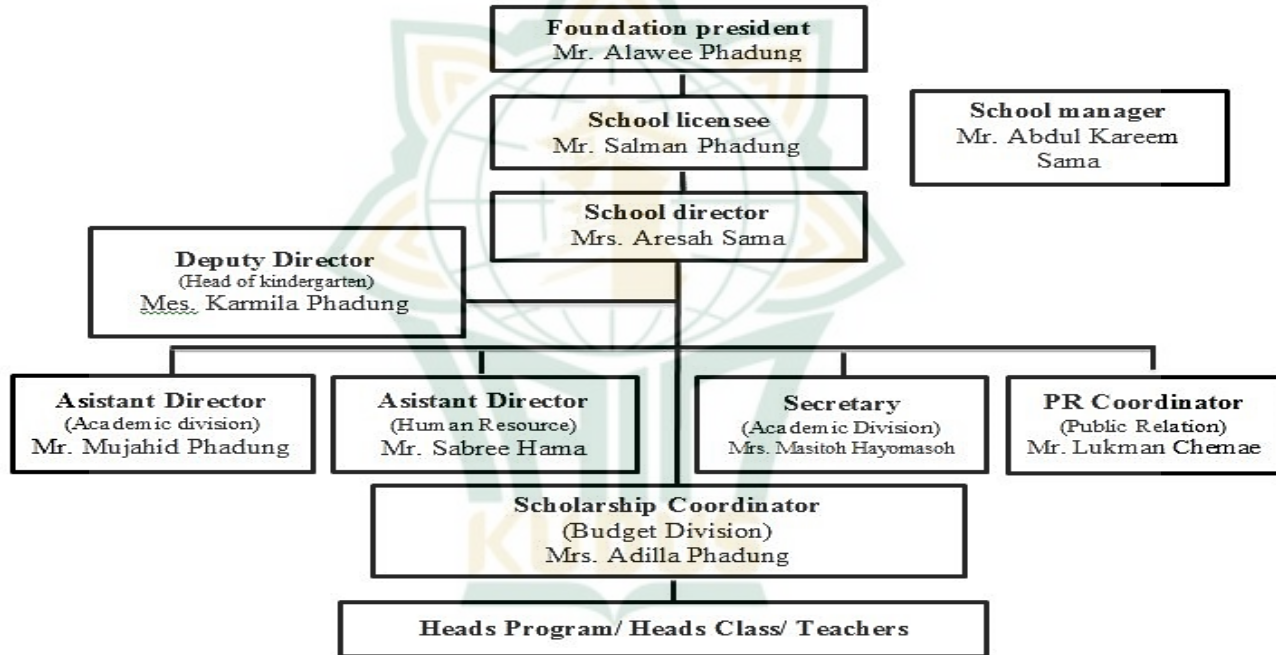
⁷ Documentation of List of Teachers' Names of MEP Khamphée Wittaya Bannangsata by Researcher, January 05th, 2023.

⁸ Documentation of Institutional Profile of Khamphée Wittaya Bannangsata by Researcher, January 05th, 2023.

9	Total of study groups	22
	TBSM	15
	AKL	7
10	Contact Person	
	Phone	073201058
	Admin	+66 93 583 0334 +66878376902
	Facebook	โรงเรียนคัมภีร์วิทยา KHAMPHEEWITHYA
	Website	https://khamphee.ac.th/?fbclid=IwAR02Ik3uYUAfbVgNhgITGcIDdQCbY3T6Q38othDq70j_q2y4q_x9So_vX2w
	Youtube	Khamphee Studio



f. The organizational structure of Khamphree Wittaya Bannangsata, Yala, Thailand⁹



⁹ Documentation of The Organizational Structure of Khamphree Wittaya Bannangsata by Researcher, January 05th, 2023.

g. Curriculum data of Khamphree Wittaya Bannangsata, Yala, Thailand¹⁰

Overview Of The Program

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Topics and Language Functions	Family <ul style="list-style-type: none"> Introduce yourself and others Exchange greetings Understand and respond to commands Understand questions Name family members Describe colors Count from 1-10 Express emotions Follow instructions 	Home <ul style="list-style-type: none"> Introduce yourself and others Exchange greetings Ask and answer questions Describe things we do in the house Describe location Describe the outside of the house Name the rooms of the house Follow instructions 	My Friends at School <ul style="list-style-type: none"> Exchange greetings and introductions Ask and answer questions Describe things Name classroom objects and what we do with them Follow instructions Make polite requests Express likes and dislikes Multiculturalism and diversity in the classroom 	In The Classroom <ul style="list-style-type: none"> Exchange greetings Follow instructions Ask and answer questions Understand and respond to commands Describe location Describe things and actions Use time expressions Express likes and dislikes Count from 11-15 	My Face and My Body <ul style="list-style-type: none"> Exchange greetings Ask and answer questions Understand and respond to commands Name parts of the body and facial features Describe people Describe body movements Give and follow instructions Count from 16-20 	On the Farm and in the Zoo <ul style="list-style-type: none"> Exchange greetings and introductions Describe animals: color, size and movements Describe location Ask and answer questions Understand and respond to commands Give and follow instructions 	Food and Drinks <ul style="list-style-type: none"> Exchange greetings and introductions Ask and answer questions Name foods and drinks Describe meals Order from a menu Shop at the supermarket Follow a recipe Express likes and dislikes 	Clothing and Weather <ul style="list-style-type: none"> Exchange greetings and introductions Ask and answer questions Describe clothing and what people are wearing Name the seasons Describe the weather Express likes and dislikes
Books and Stories	<ul style="list-style-type: none"> Five Little Monkeys Not Now, Bernard The Frog Family on a Hot Day (story in TC) 	<ul style="list-style-type: none"> Coldlocks Review: Not Now, Bernard 	<ul style="list-style-type: none"> We Can Share at School 	<ul style="list-style-type: none"> The Wheels on the Bus Cookie's Week I Like Books 	<ul style="list-style-type: none"> From Head to Toe Where Is Harry? Little Red Riding Hood (story in TC) 	<ul style="list-style-type: none"> The Little Red Hen Brown Bear, Brown Bear There Was an Old Lady Who Swallowed a Fly 	<ul style="list-style-type: none"> The Very Hungry Caterpillar More Spaghetti, I Say 	<ul style="list-style-type: none"> Mr. McGee Little Cloud The Wind and the Sun (story in Activity Book Unit 8)
Literacy Skills	<ul style="list-style-type: none"> Understand that English goes from left to right Understand what a book is and the function of the book cover and title Predict what the book will be about based on cover and pictures Predict what will happen next Understand the sequence of events in a story Participate in interactive reading Retell stories by focusing on pictures 							
Dimensions of Learning	Cognitive Skills <ul style="list-style-type: none"> Following instructions Matching Categorizing Predicting Distinguishing between real and imaginary 		<ul style="list-style-type: none"> Identifying Sequencing Analyzing Reflecting on their learning 		Social Skills <ul style="list-style-type: none"> Negotiating and arriving at a consensus Cooperating to create a group product Taking turns Helping peers achieve goals Respecting others 		Affective Domain <ul style="list-style-type: none"> Building self-esteem Building self-confidence in English Taking pride in work Developing a positive attitude toward English Enhancing motivation for learning 	
Foundation Level Benchmarks	Social Interaction <ul style="list-style-type: none"> Ask and answer simple questions about familiar topics and everyday situations such as family, school, personal interests Express feelings, likes and dislikes Interact for purposes, such as giving directions, making requests Engage in short conversations 		Access to Information <ul style="list-style-type: none"> Understand the general meaning and sequence of events in a text and use this knowledge as needed Identify explicit opinions and feelings Find out and follow short and simple directions and instructions in familiar contexts Extract information from visual data (graph) Locate relevant information for a specific purpose 		Presentation <ul style="list-style-type: none"> Present information on limited content supported by visual aids Describe people, places, things and events Use given criteria, such as a checklist to prepare and improve work 		Appreciation of Literature and Culture <ul style="list-style-type: none"> Are familiar with age-appropriate literary texts Describe main characters, setting and events in literary texts Communicate a personal response, verbally and/or visually, to a literary text Are familiar with different cultural products and practices 	

¹⁰ Documentation of Curriculum data of Khamphree Wittaya Bannangsata by Researcher, January 05th, 2023.

- h. Data on facilities and infrastructure of Khamphree Wittaya Bannangsata, Yala, Thailand¹¹
 1. Comfortable and multimedia-based classroom
 2. Science laboratory
 3. Standardized Accounting Computer Laboratory
 4. Free Hotspot Area
 5. Mosque
 6. Multipurpose hall
 7. Standard Parking Area SSR (School of Safety Riding)
 8. A representative library
 9. Counseling Guidance Room
 10. Standard School Health Unit (UKS) room
 11. Adequate sanitation
 12. 5M. supporting equipment and supplies
 13. Guest Teacher from abroad
 14. Umah Bina Karya Special Employment Exchange Activities
 15. Production Unit
 - a) Mini Bank
 - b) Activities field
 - 1) Activities field in Hall
 - 2) Football field
 - 3) Sports field
 16. Free Dormitory
 17. Academic and Non-academic Scholarships
 18. Cooperative and School Canteen
 19. Education partner:
 - a) My first English by Peter

¹¹ Documentation of Curriculum data of Khamphree Wittaya Bannangsata by Researcher, January 05th, 2023.

B. Data Description of Study

This section presents the research results that the researchers found in the field by conducting observations, interviews, and documentation. The following research results will include how the implementation of digital game-based learning in the Mini English Program at Khampee Wittaya Bannangsata, Yala, Thailand, and the strength and weaknesses of Kahoot! as digital game-based learning in Mini English Program.

1. The Mini English Program at Khampee Wittaya Bannangsata, Yala, Thailand

The Khampee Wittaya is formally an Islamic private boarding school and was established to be academic school start kindergarten ten until senior high school in 1962. In the English learning and teaching program in Khampee Wittaya Bannangsata, there is a learning program specifically for students who want to study English intensively. This program is referred to as the Mini English Program. MEP is established by using My First English adventure which is adapted by a teacher from another country and has activities that support students in mastering English¹². This program is one of the learning programs held by Khampee Wittaya Bannangsata and it is taught based on the curriculum and syllabus that focused on increasing students' English skills such as speaking, writing, reading, and listening. However, this program is more emphasized students' communication skills in English¹³. Furthermore, after arranging the MEP curriculum, the school held a seminar to guide the teacher about the learning goal of the MEP based on the curriculum¹⁴. There are some teaching guidelines to guide teachers in learning and teaching activities. Those are TG (teaching guide) 1 until 8 which consists of various methods and learning activities to support students in

¹² Interview, AK The Head of MEP of Khampee Wittaya Bannangsata by Researcher, December 09th, 2022.

¹³ Interview, AK The Head of MEP of Khampee Wittaya Bannangsata by Researcher, December 09th, 2022.

¹⁴ Interview, AK The Head of MEP of Khampee Wittaya Bannangsata by Researcher, December 09th, 2022.

mastering English skills. One main topic will assist the teacher in preparing a lesson plan. For example, topics about family, home, my friends at school, in class, body parts, food and drink, and clothes¹⁵. These main topics are then subdivided into several sub-chapters which will then be explained in more detail in the student handbook, namely the English adventure book.

In Khampee Wittaya, English is employed as the language of instruction in various subjects, including science, social studies, mathematics, and health. So, the students are focused to use English in every subject taught in that school. She added that MEP was founded using her first English experience as a teacher from another country and the program has activities to support students' English development¹⁶. Furthermore, by using MEP as an English teaching method, the teaching is more focused on the basic knowledge of English which is speaking, writing, listening, and reading¹⁷. This program is established by using My First English adventure inspired by a teacher from another country which has various learning activities to support students in mastering English as a foreign language. In this program some activities can support students in mastering English such as discussion, dialogue practice, writing a photocard, listening to storytelling, song lyrics, etc¹⁸. Sometimes, the teacher also used teaching mediums like TV to show the games and the students can answer them to get the score¹⁹.

Based on the student of perspective, MEP is a study program that employs the English language as the communication language. During the English lesson, students are equipped with a guidebook called the English

¹⁵ Documentation, The Teaching Guide of MEP in Khampee Wittaya Bannangsata by Reaseacher, January 06th, 2023.

¹⁶ Interview, AK The Head of MEP of Khampee Wittaya Bannangsata by Researcher, December 09th, 2022.

¹⁷ Interview, BN The Teacher of MEP of Khampee Wittaya Bannangsata by Researcher, December 16th, 2022.

¹⁸ Observation of English Activities on Syllabus MEP Khampee Wittaya Bannangsata by Researcher, January 07th, 2023.

¹⁹ Interview, MSK The Student of MEP of Khampee Wittaya Bannangsata by Researcher, December 16th, 2022.

adventure book. In the book, there are various activities and learning materials about English. either questions, stories, pictures, illustrations, or dialogues. Then, the activities usually done by the students in MEP are answering the questions given by the teachers, playing flashcards, and making storytelling. These activities are suitable for them to master English in elementary school because it has a lot of games that are fun and challenging for students. The interviewee adds that they like the most when the teacher gives them questions through Kahoot! on a TV. Because they will be scrambling to answer, and this will make the class atmosphere more fun and exciting²⁰.

2. The Implementation of Digital Game-Based Learning in MEP

The implementation of digital game-based learning in MEP at Khampee Wittaya curriculum has been implemented well and it is considered an activity to support the teaching and learning program that has various learning metamethods MEP curriculum used for this program is also taken from a method called the My First English method. This method is specially designed for students in Khampee Wittaya, especially for MEP classes. In this method, teachers can use a variety of activities that make the English class more fun and interesting such as dialogue, storytelling, discussion, etc. These activities are more focused on the basic knowledge of English which is speaking, writing, listening, and reading. More specifically, the teacher is focused on improving students' communication skills. After the teacher provides the appropriate material then an assessment or evaluation will be held of the level of students' reasoning regarding the material. In this case, teachers at Khampee Wittaya usually use Kahoot!, flashcards, and so on as learning media used by teachers to assess and evaluate student learning outcomes after being given material by the teacher²¹.

²⁰ Interview, MSK The Student of MEP of Khampee Wittaya Bannangsata by Researcher, December 16th, 202

²¹ Interview, BN The Teacher of MEP of Khampee Wittaya Bannangsata by Researcher, December 16th, 2022.

Kahoot! becomes one of the most used mediums in Khampee Wittaya for digital game-based learning. Based on the lesson plan arranged by the teacher of MEP that is based on the My First English method, Kahoot! is considered one of the teaching mediums used by the teacher to evaluate and assess the teaching process²². This is done because it may help students to feel more enjoyable and interested if the teachers employ digital game-based learning like Kahoot! Kahoot! has been implemented as a teaching method in MEP class²³. By using Kahoot! as a learning medium, learning activities will be more interesting and fun. Teachers can use pictures, videos, and audio which is then adapted to English material so students do not get bored quickly. Content from Kahoot! can be matched with the topics and language functions that have been determined by the lesson plan²⁴. For example, in grammar teachers can use Kahoot! to help them assess students' skills. Teachers can make exercises by using picture videos then students will mention the name of the things, family, food, drink, things in the school, clothes, etc. In addition, the application of digital game-based learning in the Mini English Program at Khampee Wittaya Bannangsata, Yala, Thailand has three steps, namely preparation, process, and evaluation²⁵. The most important thing is that the teacher must teach according to the guidebook based on the existing curriculum²⁶. And to support the learning and teaching activities, students are facilitated with adequate facilities and infrastructure such

²² Documentation, The Lesson Plan of MEP in Khampee Wittaya Bannangsata by Researcher, December 16th, 2022.

²³ Interview, BN The Teacher of MEP of Khampee Wittaya Bannangsata by Researcher, December 16th, 2022.

²⁴ Documentation, The Lesson Plan of MEP in Khampee Wittaya Bannangsata by Researcher, December 16th, 2022.

²⁵ Interview, AK The Head of MEP of Khampee Wittaya Bannangsata by Researcher, December 09th, 2022.

²⁶ Interview, BN The Teacher of MEP of Khampee Wittaya Bannangsata by Researcher, December 16th, 2022.

as language laboratories, digital learning media, activity fields, and also computer laboratories²⁷.

Furthermore, in the research process, the researcher also interviewed one of the MEP students to get more in-depth information about how the implementation of digital games in MEP from the student's perspective. The student said that MEP is a program study that provides students with learning English intensively. Then in the learning process, the student used an English adventure book to prepare the lesson and help them in mastering English skills in the book, and learning materials provided which have various types of learning, such as reading text, dialogues, pictures, story texts, guess works, and others. The student said that besides English adventure books, students also carry out several activities such as playing digital games which are very fun such as Kahoot!, flashcard, and storytelling guided by the MEP teacher. The interviewee claimed that learning using digital games-based learning is fun and challenging because when they learn using shown on TV, their friends will be scrambling to answer so sometimes the interviewee does not have the chance to answer because their friends are too busy. But he likes it, especially when learning new vocabulary in English. And this was also a problem for the resource person due to the lack of opportunity to answer the questions posed by the teacher due to the crowds in the class during the game. But overall, the students have enjoyed it when digital game-based learning is employed in their activities²⁸.

3. The strengths and the weaknesses of digital Based-Learning in MEP

As a learning medium, Kahoot! also has the strength and the weakness of digital game-based learning. Based on the Head of MEP of Khampee Wittaya, the strengths of using digital game-based learning are students will be more active and enjoy the lesson, and it makes the

²⁷ Observation of English Activities on Syllabus MEP Khampee Wittaya Bannangsata by Researcher, January 07th, 2023.

²⁸ Interview, The Student of MEP of Khampee Wittaya Bannangsata by Researcher, December 16th, 2022.

students will not get bored easily during the learning process because they are enjoying the material that given by the teacher using digital game-based learning²⁹. And also, by using this method, the students are easy to memorize the materials and are more active when using Kahoot!³⁰ Then, the weakness of this method is the teacher needs more time for preparing the materials. The teacher should arrange the material, pictures, illustrations, and videos one by one to suit material needs³¹.

In addition, the teacher of MEP also mentioned the strength and the weakness of this method. The strengths of this method are a) more effective way of learning, d) helps students to easily understand the material because it makes them can see, hear, and understand the material better and faster. Then the weakness is because students use digital interaction, this can lead students to addiction to technology devices. This is because sometimes students use technology tools without knowing the time which makes them dependent on this³².

Then, based on the students of MEP, learning to use digital game-based learning feels very fun and interesting. the students will scramble to answer the questions displayed by the teacher on the classroom TV. this will increase the enthusiasm of students in competing to get the highest score in this digital game. On the other hand, the hectic class conditions when the question and answer took place made it difficult for some students to concentrate and answer questions properly, this was due to the lack of opportunities for them to answer the questions given by the teacher³³. Then the next weakness is Kahoot!

²⁹ Interview, AK The Head of MEP of Khampee Wittaya Bannangsata by Researcher, December 09th, 2022.

³⁰ Observation of The Strength and The Weakness of MEP in Khampee Wittaya Bannangsata by Researcher, December 06th, 2022.

³¹ Interview, AK The Head of MEP of Khampee Wittaya Bannangsata by Researcher, December 09th, 2022.

³² Interview, BN The Teacher of MEP of Khampee Wittaya Bannangsata by Researcher, December 16th, 2022.

³³ Interview, MSK The Student of MEP of Khampee Wittaya Bannangsata by Researcher, December 16th, 2022.

may experience errors that can interfere with students in the learning process.

C. Discussion

1. Analysis of The Mini English Program at Khampee Wittaya Bannangsata, Yala, Thailand

The Mini English Program (MEP) was an English program used by Khampee Wittaya Banangsata, Yala, Thailand. This program aimed to focus students in learning English for elementary school students. Because it is based on EFL teaching, teaching is more focused on basic knowledge of English, namely speaking, writing, listening, and reading. This program was well implemented by Khampee Wittaya based on a well-designed curriculum and syllabus according to student needs. the Mini English Program. MEP was established by using My First English adventure which is adapted by a teacher from another country and has activities that support students in mastering English³⁴. This program was one of the learning programs held by Khampee Wittaya Bannangsata and it is taught based on the curriculum and syllabus that focused on increasing students' English skills such as speaking, writing, reading, and listening. However, this program is more emphasized students' communication skills in English³⁵.

Sometimes in learning English, students might feel very tired, sleepy, and bored in their English class. These might cause by the find some difficulties in acquiring English and then lose their motivation and interest in it. As a result, the instructor should be able to stimulate students' enthusiasm for studying English by devising effective ways for increasing student engagement. Because of this, the teacher, who served as the facilitator, should offer and create circumstances that can promote the students' development as learners because learning is primarily a

³⁴ Interview, AK The Head of MEP of Khampee Wittaya Bannangsata by Researcher, December 09th, 2022.

³⁵ Interview, AK The Head of MEP of Khampee Wittaya Bannangsata by Researcher, December 09th, 2022.

process of interaction between students and their surroundings in order to build improved behavior in their daily lives³⁶. According to Mustika and Wardah, creating effective strategies will be crucial to achieving teaching goals in schools since teaching methods and learning objectives have a strong connection³⁷. In addition, in English teaching and learning at Khamphee Wittaya Bannangsata, Yala, Thailand, game-based learning is used by teachers to increase students' interest in acquiring English as a foreign language.

Based on Hartt et al, one significant benefit of games and game-based learning activities in the classroom is the capacity to stimulate intrinsic motivation for learning by providing a variety of "joyful" concepts³⁸. Images and videos can be added to quizzes to enrich them, and the pace of the game can be set by the teacher. When students successfully respond to questions, they are given points, and the promptness of those points is also taken into consideration. Students are motivated to reach the top of the leaderboard by showing their points on the screen³⁹. So, the MEP of Khamphee Wittaya is adopted digital game-based learning to enhance students' motivation in mastering English.

In the teaching and learning process, students and teachers use English adventure books to assist students in mastering learning materials as well as a guide for teachers to deliver English materials. The book contains various types of learning activities, such as matching, filling in blank spaces, reading stories, and reading dialogues. In the book, there are also various types of elements, such as pictures, illustrations, stories, questions, and others. When

³⁶ Mantra et al., "Teaching and Learning Strategies Practiced By Language Teachers To Actively Engage Their Students in Learning."

³⁷ Ulfiatul Mustika Wardah, "An Analysis of Teacher Strategies in Teaching Reading."

³⁸ Hartt, Hosseini, and Mostafapour, "Game On: Exploring the Effectiveness of Game-Based Learning."

³⁹ Sherlock A. Licorish et al., "Students' Perception of Kahoot!'s Influence on Teaching and Learning."

learning takes place, sometimes teachers also use games to avoid boredom that occurs in students.

2. Analysis of The Implementation of Digital Game-Based Learning in MEP

Digital game-based learning (DGBL) refers to a setting where game activities contain problem-solving scenarios and challenges that give players or learners a sense of accomplishment while also enhancing the acquisition of knowledge and skills⁴⁰. By applying digital game-based learning (DGBL), students engage in a competitive activity with educational objectives designed to encourage knowledge acquisition⁴¹. The games may be designed to enhance learning or cognitive skill development, or they may take the form of simulations that allow students to demonstrate their skills in a virtual environment⁴². It was well-known how important it is to encourage students to participate in educational events by giving them game-like experiences⁴³. Games are one of the earliest types of intentional human contact that encourages learning and be a universal component of human experience and growth in all cultures⁴⁴.

The digital game-based learning that is used in MEP at Khampee Wittaya Bannangsata, Yala, Thailand was Kahoot! this digital game-based learning has been well implemented as teaching activities that can help students and teachers in learning and teaching activities. In using Kahoot! This was expected to increase students' interest in mastering English and improve their communication skills

⁴⁰ Qian and Clark, "Game-Based Learning and 21st Century Skills: A Review of Recent Research."

⁴¹ Erhel and Jamet, "Digital Game-Based Learning: Impact of Instructions and Feedback on Motivation and Learning Effectiveness."

⁴² Erhel and Jamet.

⁴³ Polyxeni Kaimara et al., "Potential Barriers to the Implementation of Digital Game-Based Learning in the Classroom: Pre-Service Teachers' Views," *Technology, Knowledge and Learning* 26, no. 4 (2021): 825–44, <https://doi.org/10.1007/s10758-021-09512-7>.

⁴⁴ Dirk Ifenthaler, Deniz Eseryel, and Xun Ge, "Assessment in Game-Based Learning: Foundations, Innovations, and Perspectives," *Assessment in Game-Based Learning: Foundations, Innovations, and Perspectives*, 2012, 1–461, <https://doi.org/10.1007/978-1-4614-3546-4>.

in English digital game-based learning is usually used by teachers after delivering material according to the syllabus. This is used by the teacher to provide an assessment or evaluation of the level of students' reasoning about the material to know whether students can understand the material well or have not been able to understand it. In this case, teachers at Khampee Wittaya usually used digital game-based learning such as Kahoot!, flashcards, and so on as learning media. Therefore, Kahoot! at Khampee Wittaya used to assess and evaluate student learning outcomes after learning is complete. And to support this program, students are facilitated with adequate facilities and infrastructure such as language laboratories, digital learning media, activity fields, and also computer laboratories. Then implementation of digital game-based learning in Khampee Wittaya should took some steps, which are preparation, process, and evaluation.

The first step was preparation. Preparation is the process of preparing everything needed in the implementation of MEP. First, the schools must prepare teachers from other countries who are proper and learn the needs. The teachers from countries use English as their first language (L1), for example, Singapore, England, and America, or teachers from countries that use English as a second language (L2) or foreign language, such as Indonesia, Philippines, and Ghana. This is done with the aim that students can get used to communicating in English during the program. This habituation is expected to improve students' abilities in learning English, especially in communication skills⁴⁵.

The second step was the process. In the learning process, students are studying with the My First English method by book and flashcard. In this step, teachers explain to students the teaching material and learning activities based on their book to reach the teaching objectives. learning activities can be in the form of students writing new vocabulary, then the teacher giving an

⁴⁵ Interview, AK The Head of MEP of Khampee Wittaya Bannangsata by Researcher, December 09th, 2022.

example of how the word sounds, then together looking for its meaning. after practicing other activities such as writing, telling stories, singing, and dialogue.

The third step was evaluation. After having English class, the teacher will evaluate students learning process by using digital game-based learning, Kahoot! By using Kahoot!, the teacher can easily create an interesting way of learning process creatively. Teachers can combine some elements such as pictures, videos, audio, etc that will make the lesson more fun and interesting. This method is done by the teacher when they want to evaluate the students learning process especially when students are learning new vocabulary in English. By using this method, the teacher can evaluate and assess how far the students' knowledge of the learning that has been described previously. Furthermore, it can make students in learning using digital games feel fun and challenging because when they learn using it that is shown on TV, the students will be scrambling to answer and get the point from the teacher.

As an assessment method, a digital game-based learning environment, primarily emphasizes the process. This assessment method has numerous advantages. First off, evaluating students as they play a game will reveal in-depth details about the underlying learning processes. Second, tracking motivational, emotional, and metacognitive characteristics when participating in a game will enable us to comprehend particular behavior and the results more clearly. Thirdly, instant feedback based on the embedded or stealth evaluation might highlight specific areas of difficulty learners are experiencing while engaging in the game⁴⁶.

3. Analysis of the strengths and the weaknesses of digital Based-Learning in MEP

Implementing this method for English language teaching and learning also has the strength and the weakness for MEP at Khamphée Wittaya Bannangsa, Yala, Thailand.

⁴⁶ Ifenthaler, Eseryel, and Ge, "Assessment in Game-Based Learning: Foundations, Innovations, and Perspectives."

a. The strength

1) Students will be more active and enjoy

Using games in language teaching and learning will enhance students' interest in acquiring English as a foreign language. It is because game-based learning is a multidimensional method that gives students the chance to develop their knowledge and understanding of new material, especially in English courses⁴⁷.

2) Students will not get bored easily during the learning process

Digital learning tools have been widely used and grown into a modern and advanced platform to support students to engage in the teaching and learning process. Digital-based learning provides a teacher to make an interesting language game that can make students more interested and enjoy the lesson. The use of interesting and appropriate resources, along with a variety of game-playing techniques, in lessons — particularly when teaching grammar in context — helps to meet the requirements and interests of the students⁴⁸.

3) A more effective way of learning

Using technology tools in learning becomes an effective way to increase students' interest in acquiring the lesson. It illustrates how language games can enhance grammar instruction and learning while also helping students improve their grammar skills. This interesting method of teaching and learning English grammar is flexible and effective, especially when working with young and adolescent ESL students⁴⁹.

4) Help students to easily understand the material because it makes them can see, hear, and understand the material better and faster.

⁴⁷ Cicchino, "Using Game-Based Learning to Foster Critical Thinking in Student Discourse."

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

⁴⁹ Syafiqah Yacob and Md Yunus.

b. The weakness

- 1) The teacher needs more time for preparing the teaching material

In using digital game-based learning, teachers must understand how digital game features are used. In addition, the teacher must choose materials that suit the needs of students. This causes teachers to need more time to prepare learning materials.

- 2) It can lead students to addiction to technology devices.

In learning to use digital games, students will use technological tools such as laptops, tablets, computers, TVs, and others. If the use of these technological tools is not properly controlled by parents, then children will experience dependence on technological tools which may affect their level of concentration and achievement.

