

# The Effectiveness of Using Game-Based Learning (GBL) for Developing English Speaking Skill in the 4th Grade Intensive English Program Pupils at Anuchonsuksa School, Kanchanaburi Province

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## Abstract

The objectives of this study were 1) To study game-based learning (GBL) in the English class of fourth grade pupils at Anuchonsuksa school, Kanchanaburi province; 2) To create game-based learning (GBL) in the classroom of 4th grade pupils in Anuchonsuksa School; 3) To experiment with the effectiveness of using game-based learning (GBL) in the fourth grade English classroom at Anuchonsuksa School; and 4) To compare pupils's English efficiency skills before and after using game-based learning in the classroom of fourth grade pupils in Anuchonsuksa School. The study involves a sample of 40 students enrolled in the Intensive English Program (IEP) at Anuchonsuksa School. The research methodology used is Research and Development (R&D), which aims to ensure the efficacy of the new teaching strategy that is being studied. The innovation of learning English speaking with games is the research model that assisted the researcher in completing this study.

These instruments use the calculation method to find out the E1/E2 value, standard deviation, and T1 and T2 by the Microsoft Office Excel program. The finding revealed that the effectiveness of lessons (E1/E2) is 85.5/85.5, confirming that innovation is effective and acceptable. The average of the pre- and posttest is 12.5 and 25.65; the delta shows that the student points increased by 13.6, particularly in part 3 of the test, which increased the most at 5.6. The result can indicate that their English-speaking skills are improved after learning through game-based methods.

**Keyword:** Effectiveness of using; Game-Based Learning (GBL); Developing English Speaking Skill

## Introduction

It is widely accepted that English is a global language used to communicate among people from different part of the world. “Even though English is not an official language in Thailand, it has become more and more important in all aspects of life, such as academic, business, technology, in social as well as in local and global contexts” (Jarunthawatchai, 2010)

Game-based learning, also known as gamification or serious gaming, is an educational approach that incorporates elements of games into the learning process. It involves using game design principles, mechanics, and technologies to engage learners, enhance their motivation, and promote active participation in educational activities. The concept of game-based learning has its roots in the field of educational psychology and the idea that learning can be more effective and enjoyable when it is interactive, engaging, and immersive. Games provide a structured environment where learners can explore, experiment, and problem-solve in a safe and interactive manner.

The use of games in education has a long history, dating back to the early 20th century when educators started experimenting with board games and simulations to teach various subjects. However, with the advancements in digital technology, game-based learning has evolved significantly, leveraging the power of computers, consoles, and mobile devices to create immersive and interactive learning experiences.

Game-based learning can take various forms, including educational video games, simulations, virtual reality (VR), augmented reality (AR), and gamified applications. These learning experiences often incorporate elements such as challenges, rewards, competition, storytelling, and progression systems to keep learners engaged and motivated. One of the key advantages of game-based learning is its ability to promote active learning and provide immediate feedback. Games offer opportunities for learners to practice skills, apply knowledge, and receive real-time feedback on their performance, allowing them to learn from their mistakes and improve their understanding.

Moreover, game-based learning can enhance learners' motivation and increase their willingness to engage with educational content. By integrating elements of fun, competition, and achievement, games tap into learners' intrinsic motivation, making the learning experience more enjoyable and rewarding. Game-based learning has been successfully applied in various educational contexts, from primary and secondary education to higher education and professional training. It has been used to teach a wide range of subjects, including mathematics, science, language arts, history, and critical thinking skills. Overall, game-based learning offers a promising approach to education, combining the inherent engagement and motivation of games with the educational objectives of the curriculum. By harnessing the power of interactive technology and game design principles,

it has the potential to transform the way we learn and make education more effective, engaging, and enjoyable.

The 21st century is the age of globalization; most countries all over the world are faced with demands for both professional and proficient language skills. With growing population, there are both demands and competitions in educational fields, economics, and careers. There is also a need to communicate fluently to fulfil ones' purposes. The language used worldwide in our daily communication is English because English is the international language (Ministry of Education, 2008: 42).

As for Thailand, English communicative skill is vital because we are the one of the family members of ASEAN. Therefore, we should be well-equipped with speaking English in order to communicate with our ASEAN neighbours. This speaking skill helps and enhances teachers and the learners to focus on teaching and learning of the stated skill in a country like Thailand because it is the Hub of Asia. Learners of English language should be trained in and out of the classrooms so they will be able to perform in English well in a given situation. In the classrooms, the teachers of English can use various teaching techniques for the students. These activities help students to get accustomed to new words, their meaning and applications that finally lead to speaking. English has played a very important role for Thai people for centuries. English is important because it is used as a basic tool for communications, for example, education and seeking knowledge. English really helps us to break down the language-barriers and finally helps promoting and creating a vision of one world community.

The Ministry of Education of Thailand has written down in the national curriculum that a basic teaching of English should include four skills in both primary and secondary levels (The Ministry of Education, 2008). A good performance of the English language is required for all levels until graduation. Students are expected to use English language in various situations, both in and out of their classrooms and with local and foreign communities, as stated in document of The Ministry of Education (2008). A necessary basic skill of communication is speaking. (Bailey & Savage, 1994).

Speaking skill is an essential process for learning English. Performances through speaking are an indicator of success in careers and finally in life (Nunan, 1991). However, a number of studies reveal that Thai students study English for many years but they cannot apply the skills in real life communicative situations effectively (The Ministry of Education, 2002). To be able to apply communicative English effectively in their real life is related to the teachers, students and teaching and learning of English. The problem might be the not-so-well-prepared teaching methods affecting the language teaching and the learning process (Lochana and Deb, 2006). Some teachers have been found to focus on language teaching based on grammar instead of exposing the learners to language learning. Most

lessons of English are carried out through teacher-centered approaches (Nunan, 2004). Teachers' teaching of grammar only and not involving the learners in communicative English often gives a negative impression to students (Ruso, 2007). Therefore, students have no chance to use English under different situations. Without learning any situational English, students lack opportunities to both learn and use speaking skills.

However, there are recommended activities to aid the acquisition, storage, retrieval, and use of information which have been proved to make learning easier, faster, enjoyable, self-directed, effective and transferable to new situations (Oxford 1990). The mastery of speaking skill in English is a priority for many language learners has been neglected in some EFL/ ESL courses. The best approach to teaching of oral skills methodological debate. Teachers use a variety of textbooks and approaches, ranging from direct approaches to specific focus on features of oral interactions (Richard, 1990). Despite controversial issue, Richard proposed that teachers should prepare varieties of activities involving students directly.

However, still result in designing instructional materials or speaking activities for second language learning, it is necessary to recognize speaking in daily communications. This theory of task-based learning concludes by showing that language teaching and learning are changing from teacher-centered to learner-centered instructions. The use of a variety of different kinds of tasks in language teaching is said to promote language learning more communicative language ability (Richards, 1986). Many countries in the Asia-Pacific region revealed that task-based teaching was an effective (Nunan, 2002).

Task-based learning activities provide method to promote students' language development because the students can get the language learning experience while in the classroom in different situations. Task-based learning offers the students an opportunity to be engaged in using the language. The primary focus of classroom activity is the task considered an instrument to get the students involved in the language practice naturally. The task activities given to the students are the opportunity to use language to achieve a specific outcome. The activity helps the students to think of the real-life situations and they can focus on meanings of the words they use. The students are free to choose words which are relevant to their activities to be performed. The task-based learning activities are such as playing games, solving problems, sharing information and gathering experiences. All these activities are considered as relevant and authentic tasks to engage students with a focus on mastering speaking English (Willis, D., & Willis, J., 2007). Willis, D., & Willis, J., (2007) pointed out that tasks differ from grammatical exercises as the forms for learning are not specified in advance. Many researchers Murad (2009), Sae-Ong, 2010; Thongpubai, (2010) Phisuthangkoon, (2012) claimed that task-based learning activities can increase students' English-speaking ability.

Overall, as indicated by the above research, task-based learning is a promising method to enable students to develop their own English-speaking ability in order to reach their goals. Therefore, the researcher is interested in developing English Speaking Skill in the 4th grade Intensive English program pupils at Anuchonsuksa School, Kanchanaburi province.

### Research Questions

- 1) How is the efficacy of the games using in class toward English speaking skill of 4th grade pupils in Anuchonsuksa School?
- 2) What kind of game-based learning that motivate the English-speaking skill of fourth pupils at Anuchonsuksa school.
- 3) What is the difference of Pupil's English efficiency skills before and after using game-based learning in English Class of grade four pupils in Anuchonsuksa School?

### Research Objectives

- 1) To study the needs and the problem of the effectiveness of using game-based learning (GBL) for developing English speaking Skill in the 4th grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province.
- 2) To develop the effectiveness of using game-based learning (GBL) for developing English speaking Skill in the 4th grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province.
- 3 To study satisfaction in the effectiveness of using game-based learning (GBL) for developing English speaking Skill in the 4th grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province.

### Methodology

The research study is The Effectiveness of using Game-Based Learning (GBL) for developing English Speaking Skill in the 4th grade Intensive English program pupils at Anuchonsuksa School, Kanchanaburi province This research are: 1) The target groups are 80 grade four pupils from Anuchonsuksa School. 2) The sample of this study consists of 20 pupils from Anuchonsuksa School using purposive sampling and The research design is the following:

**Table 1** Pre-Experimental research by using pre and post experiment with the samples

Samples	Pre-Experimental Test	Experimental variable	Post-Experimental Test
E	T <sub>1</sub>	X	T <sub>2</sub>

E	means	Samples
T1	means	Pre-Experimental Test
X	means	Effectiveness of using Game-Based Learning (GBL) for developing English Speaking Skill in the 4th grade Intensive English program pupils at Anuchonsuksa School, Kanchanaburi province.
T2	means	Post-Experimental Test

## Research Results

**1) Study the needs and the problem of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th-grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province.** illustrates that of the needs and the problem of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th-grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province. It was found that the overall average was 4.25, which was at a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 6. I am worried that I will speak with incorrect grammar. ( $\bar{x} = 4.60$ , S.D. = 0.60), and the second item was no. 7. I lack the motivation to speak English. ( $\bar{x} = 4.55$ , S.D. = 0.60), and the third item was no. 4. I cannot speak English in a way that my conversation partner can understand. ( $\bar{x} = 4.50$ , S.D. = 0.61), and the lowest level was no. 10. I do not hear the keywords because my colleagues speak too fast. ( $\bar{x} = 4.00$ , S.D. = 0.65), respectively, English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar, are at a satisfied level.

**2) Develop the effectiveness of using game-based learning (GBL) for developing English speaking Skills in the 4th-grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province.** The comparison between the students' pre-test and post-test in the use experiment of the manual of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province. indicates a comparison between the students' pre-test and post-test in the use experiment of the manual of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th-grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province. It is found that the score post-test using the manual of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th-grade intensive English program pupils at Anuchonsuksa School. ( $\bar{x} = 17.85$ , S.D. = 1.31) higher than the pre-test scores before using the manual of the effectiveness of using

game-based learning (GBL) for developing English speaking skills in the 4th grade intensive English program pupils at Anuchonsuksa School. ( $\bar{x} = 9.35$ , S.D. = 1.09) as statistically significant at 0.5.

**3) Study satisfaction in the effectiveness of using game-based learning (GBL) for developing English speaking Skills in the 4th-grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province.** illustrates the students' opinions towards the satisfaction of developing the manual of the use of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th-grade intensive English program pupils at Anuchonsuksa School. It was found that the overall average was 4.33, which was at a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 8. The game motivates pupil creativity. ( $\bar{x} = 4.60$ , S.D. = 0.60), and the second item was no. 5. The difficulty level of the game is appropriate. ( $\bar{x} = 4.50$ , S.D. = 0.69), and the third item was no. 4. While studying through the games, the pupils felt excited and interested. ( $\bar{x} = 4.45$ , S.D. = 0.69), and the lowest level was no. 10. The test consists of balanced question types, and the language is suitable for 4th-grade pupils. ( $\bar{x} = 4.10$ , S.D. = 0.55), respectively. In conclusion, the students' opinions towards the satisfaction of developing the manual of the use of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th-grade intensive English program pupils at Anuchonsuksa School were at a satisfied level.

## Discussion

**Study the needs and the problem of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th-grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province.** illustrates that of the needs and the problem of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th-grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province. It was found that the overall average was 4.25, which was at a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 6. I am worried that I will speak with incorrect grammar. ( $\bar{x} = 4.60$ , S.D. = 0.60), and the second item was no. 7. I lack the motivation to speak English. ( $\bar{x} = 4.55$ , S.D. = 0.60), and the third item was no. 4. I cannot speak English in a way that my conversation partner can understand. ( $\bar{x} = 4.50$ , S.D. = 0.61), and the lowest level was no. 10. I do not hear the keywords because my colleagues speak too fast. ( $\bar{x} = 4.00$ , S.D. = 0.65), respectively., English-speaking skills for BA students at Dhammaduta Buddhist University in Bago, Myanmar, are at a satisfied level. Consistent with the study of **Wanicha Siraranghom (2020)** studied The Analysis of Needs in English Speaking Skills and Problems of Navaminda Kasatriyadhiraj Royal Air Force Academy

Graduates in Speaking English in the Workplace. The results revealed that: the graduates could not speak English in different situations effectively. They had limited speaking skills to liaise with foreigners during foreignvisits and military missions. The languages required by thegraduates depended on the positions that graduates were appointed. In combat force, the graduates needed skills inliaising withothers during militaryand diplomatic missions. In command department, graduates needed everyday conversational skills, and speaking skills when attending seminar or making a presentation. And in logistics department-suchas purchasing weapons and studying the accompanying weapon manuals-they needed negotiation skills as well as reading and translation skills. In terms of problems encountered in speaking English, they had difficulty speaking English in a variety of situations. They lacked confidence when speaking English due to pronunciation problems and limited vocabulary. Consistent with the study of **Nongsamorn Pongpanich** (2011) studied A Study of Problems in English Speaking in Speech Communication of Management Sciences Students, Kasetsart University, Sriracha Campus: October 2007 to September 2008. The study results revealed that the students' major problems were 1) a lack of confidence which was resulted from their inadequate knowledge of English language, insufficient amount of vocabulary, and a lack of English communicative skills in real world communication; 2) a lack of ability to express critical thinking and giving a logical reason. In addition, it was found that the students' serious and persistent practices under feedback given and supervised individually made the students feel confident and improve their speaking performance., consistent with according to the study of **Palita Yaorm** (2019) studied the English-speaking problems of undergraduate students in a public University. Therefore, this study investigates English speaking problems in the classroom and techniques or strategies that are used to overcome them. This study was conducted at the Faculty of Arts in a public university at Nakhon Pathom. The findings revealed participants agreed that limited opportunities to practice can lead to English speaking problems in the classroom, followed by grammar rules and structures, the English language learning environment and a lack of English proficiency aspect respectively. Participants mostly agreed with the use of three techniques or strategies to overcome problems with speaking English: adjusting with a clear accent, simplifying vocabulary and ellipsis or removing unnecessary words from the sentence.

**Develop the effectiveness of using game-based learning (GBL) for developing English speaking Skills in the 4th-grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province.** The comparison between the students' pre-test and post-test in the use experiment of the manual of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province. indicates a

comparison between the students' pre-test and post-test in the use experiment of the manual of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th-grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province. It is found that the score post-test using the manual of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th-grade intensive English program pupils at Anuchonsuksa School. ( $\bar{x} = 17.85$ , S.D. = 1.31) higher than the pre-test scores before using the manual of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th grade intensive English program pupils at Anuchonsuksa School. ( $\bar{x} = 9.35$ , S.D. = 1.09) as statistically significant at 0.5. Consistent with the study of **Pranee Aanhaboot (2012)** studied using communicative activities to develop English speaking ability of Matthayomsuksa three staff. The result of this study indicated that the staff' English-speaking ability after applying communicative activities was much higher than it used to be, with a statistical significance at .05. Consistent with the study of **Nurat Yamchai (2016)** studied The Use of Task-based Learning to Enhance English Oral Presentation Skill for 1st Year Staff, Silpakorn University. The result of the study was that the staff' oral presentation skill after studying through the task-based learning was significantly higher than before studying through the task-based learning at the .05 level. Consistent with the study of **Suchavalee Wongsrita (2022)** studied Development of English Speaking Skills and Confidence in Speaking English for Communication Using the Storytelling Technique Based on The Freytag's Pyramid Structure for Grade 4 Students. The results of the research showed that 1) English speaking for communication skills of grade 4 students after learning through the storytelling technique based on the Freytag's pyramid structure were significantly higher than before learning at a statistical significance level of .05, 2) English speaking for communication skills of grade 4 students after learning through the storytelling technique based on the Freytag's pyramid structure showed no difference with the specified criteria of 75% at a statistical significance level of .05, and 3) the level of grade 4 students' confidence in speaking English for communication was at a high level.

**Study satisfaction in the effectiveness of using game-based learning (GBL) for developing English speaking Skills in the 4th-grade intensive English program pupils at Anuchonsuksa School, Kanchanaburi province.** illustrates the students' opinions towards the satisfaction of developing the manual of the use of the effectiveness of using game-based learning (GBL) for developing English speaking skills in the 4th-grade intensive English program pupils at Anuchonsuksa School. It was found that the overall average was 4.33, which was at a satisfied level. If it was separated individually as an aspect, it was found that the item with the highest average was item no. 8. The game motivates pupil creativity. ( $\bar{x} = 4.60$ , S.D. = 0.60), and the second item was no. 5. The difficulty level of the game is

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## Suggestions

### Suggestions that should be applied

- 1) Researchers should make each student's study time more flexible.
- 2) Learning media that are appropriate and convenient for teaching and learning at present should be used, taking into account the current interests of students. Teachers should focus on finding ways to improve students' English skills. In addition, tools or media that staff are interested in should be integrated into the learning process.
- 3) Grouping should have various methods. Pupils can change groups to do activities with others, giving them the opportunity to help each other even more.

### Suggestions for future research

- 1) There should be research to study the manual of the use of the effectiveness of using game-based learning (GBL) for developing English speaking skills, such as educational participatory learning management.
- 2) In the next study, the researcher should differentiate the levels of students to be more specific for each lesson.
- 3) Researchers should use a variety of media to develop the use of the effectiveness of using game-based learning (GBL) for developing English speaking skills other English language skills, not just speaking, such as listening, vocabulary understanding, or writing.

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