Research Article

TEACHING SPEAKING THROUGH GAMES AT UNETI: A CROSS – CULTURAL PERSPECTIVE

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ABSTRACT

In recent years, English plays an important role in communication, especially in developing language learning. English is taught in many universities, colleges and in school but it concludes four skills such as writing, speaking, listening and reading. However, learning English speaking has not been paid much intention in classes because it is often learnt combining with reading or listening. Moreover, students often feel hesitate or reluctant to speak out before other friends in the class. Therefore, speaking lessons become ineffective that makes both teachers and students try to find out a suitable ways to improve this situation.

Keywords: Speaking skills; Games; Communicative Language Teaching (CLT).

INTRODUCTION

It is known that Communicative Language Teaching (CLT) method is used widely in education, particularly in teaching and learning a foreign language and it brings in many positive results. This method helps students have chances to communicate in a meaningful way. Game is one of ways that can give students opportunities to learn in a relaxing and effective environment. While playing games, students have to discuss and cooperate with their classmates to finish the games with the highest scores and win; therefore, students will try their best to speak. As a result, games help student improve their speaking skill without any pressure or anxiety. The method applies for this assignment and the benefit from using games in teaching and learning speaking to answer for the research question: How do games effect on teaching speaking?

METHODOLOGY REVIEW

There are many articles relating to the effectiveness of learning speaking through games and the methodology and the following reviewed articles are more typical than another. The article one "*Utilization of Instructional Games in EFL Teaching: A Case Study of Saudi Intermediate Schools*" by Nafisah (2012). In this study used survey methodology that provides the advantages of acquiring the data through a wide range of forces-choice responses. The data were collected through an attitudinal questionnaire and analyzed via the statistical package SPSS to investigate the extent to which intermediate stage Saudio EFL teachers utilize instructional games. There are various ways using in instructional games to give both an important part of school curriculum, widely studied and put to effective sude in KSA. Using instructional games in the classroom could help students improve their communication abilities and create a positive attitude towards learning English. The finding gave the weekend of instructional games for the teacher personality are incapable of serious education and time consuming that is misunderstanding in the interaction between teachers and the feeling's students. In this research should use other instruments such as interviews and observations help provide feedback on the learners' correct and erroneous language use, encourage learners to interact, communicate and sever as the future social integration and reflect

students' abilities to co-operate learning among the learners. Use these techniques reveal the difficult in language learning, provide foreign language learners with intensive practice involve the use of social skill, which are directly related in the world outside the classroom. The article two "*Encouraging Teenagers to Improve Speaking Skills through Games in a Colombian Publish School*" written by Leo & Cely (2010) used qualitative and quantitative methodology to give innovation in teaching testing materials, methodological skills, and pedagogical values. In this point of view, their research is supported with data collected through the different techniques. They used video recording, teacher's journal and questionnaires to provide validity and reliability to their action research. Firstly, the usage of video recordings help to investigate the student's impressions, feeling and attitudes towards the games applied during the lesson. The limitation of using video recording is that it is considered an invaluable tool in an action research for many following reasons. It is difficult to control the class because the teachers could not examine the students' linguistics patterns, the role of body language, facial expressions and many other things that happening at the same time while the action research activities are taking place. Secondly, using teacher's Journal is a process of composition and can be written during or after the teaching activity. Furthermore, the teacher's journal shows impressions, descriptions and processes in students' work while the research activities are being carried out. Besides, the researchers used the teacher's journals in order to register the details related our research questions. The limitation of journals considers the public documents, which is difficult for students to choose useful information. Thirdly, the advantages of using questionnaires in this article are mentioned that using questionnaires not only inquires into people's knowledge, opinions, ideas and experiences, but also gives the useful instrument for collecting data. Furthermore, questionnaires can be closed or open according to the needs of the project or the teacher's purposes. The writers used questionnaires to check the students' feeling when teaching and learning speaking lessons treated with games and without games. However, using questionnaire in different research techniques was to help gather and analyze data in a less subjective way. In summary, the authors used three methods effectively to investigate the improvement of students' language learning, especially speaking skill. These methods also help the author understand students 'attitudes toward learning speaking through games. However, in my opinion the authors should carry out the pre-test post-test to collect the information to know the changing of

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students' abilities after using games in teaching and learning speaking. The article 3 *"The Effects of Teaching English through Games"* by Laohawiriyanon & Rakthong (2010) also used the mixed methodology with implementing tests and questionnaires to investigate students' language ability, particularly in learning English-speaking skill. The advantages of using test (Pre and Post-test) are to investigate the learners' improvement in terms of their vocabulary knowledge and ability to communicate in English. The pre and post-test also covers the greeting and introducing, numbers and calendar, giving personal information, asking personal information, and pronouns in the content. According to the authors, the researchers under the supervision of the advisor designed the test. Then it was given to an external rater with a test specification in order to examine its content validity. However, there are some disadvantages in showing a little increase because of the limitation in terms of time in the experiment phase. Moreover, questionnaires were used to explore the students' attitudes toward learning English through games and activities in teaching and learning English. In conclusion, the authors used two useful methods to improve students' abilities to learn language, particularly in speaking skill. Through these methods, the authors could suggest some ways to develop students' proficiency in using language in the real context. With this purpose, observation can be used to see students to react to the way of learning through games. The article 4 *"The Effect of Using Educational Games on motivation of EFL Tenth Grade Learners"* conducted by Musei (2002). The author carried out the qualitative methodology that collected the data by a qualified English teacher who worked with the researcher as an observer. He filled up questionnaire called "observation sheet" in every lesson with both groups that assessed the overall class motivation. This study is demonstrated clearly with the use of the validity and the reliability of the test. The benefits of observation sheet is that the researcher could assess overall class motivation generated by the educational material in use, as manifested by levels of learners' interest, enthusiasm, activity, persistence, concentration and enjoyment during class. Each item is scored on a scale of from strongly disagree to strongly agree. It consists of closed items on a semantic differential scale through which the observer can assess the overall class in term of their motivation. A qualified English teacher from the same school observed the students' motivation while the activity was drawing to an end. Besides, self-reported learner questionnaire helped he researcher to measure levels of motivation generated during the lessons that expressed and felt by the students themselves. In this study, it is shown that using the questionnaire is to measure the validity and the reliability. The valid questionnaire is surveyed thoroughly and deeply the components of the both questionnaires and their direct relation to what intended to be measure. Besides, questionnaires were approved by six experts in the field of education in Al-Najah National University. Their notices and suggestions were taken into consideration and the necessary changes have been done. The reliability, the test and retest method was used by selecting students to take the test. By using this way, the author could assess the improvement of students' language learning proficiency before and after applying games in teaching speaking. Moreover, this method also helps teachers measure the enhancement of students' knowledge when they learn through games. In the article named *"Using Language Games to Motivate the 10th Form Non-Speaking Majors in Speaking Lessons"*, My (2012) used the qualitative methodology as well. This research was carried out with the use of the survey questionnaire including pre-task survey questionnaire and post task survey questionnaire conducted for two classes of Phan Boi Chau specializing High School: one specializes in Mathematics and the other specializes in Chemistry. The survey questionnaires include pre-task survey questionnaire and post-task questionnaire is to elicit the feedback from the target population. Post-task questionnaire

gives the following advantages. Firstly, the teacher exploited the students' feelings and attitudes towards language games. The second, the author investigated the students' evaluation of the effectiveness of language games used in speaking lessons. The last is to find out the students' preferences as well as expectations of using language games in speaking classes. However, it has limitation of knowledge and the scope of the study, the study cannot cover all the uses of language games in four language skills and language elements. The article 6 *"Using of Games in English Language Teaching"* written by Palánová (2010) with the use of the qualitative methodology, particularly questionnaire can be beneficial to increase about the respondents' age, gender, learning history, opinion about using games and their idea optimal amount and type of games used during their language classes. Firstly, students are asked about the respondents' age and gender to find out the influence a personal attitude towards using games for the teaching purposes. Secondly, they are also questioned about their personal experience of the learning history that is one of the most significant sources. The most obvious questions asking students help teacher to understand the needs and wishes of the students and possibly apply the results in teaching. A part from questionnaire the authors can use interview to investigate how students react to the way of learning through games. It also gives students chances to cooperate with their classmates in speaking lessons. The article 7 *"Using Communicative Language Games in Teaching and Learning English in Taiwanese Primary Schools"* was written by Wang in 2010. Qualitative methodology is presented in the research with conducting questionnaires to survey the respondents on the use of communicative language games in English lessons. The survey questionnaires were carried out in 30 Taiwanese public primary schools. Meanwhile, the valid questionnaire responses were mentioned here was a volunteer sample. This forms a representative range and is managed by the researcher. The aim is to reveal teacher's classroom practice and their general attitudes towards the adoption of communicative language games in EFL at the time when the study was conducted. A group of authors concluding Rama, Ying, Lee and Luei Luei (2007) wrote the article named *"Using Games in English Language Learning"*. They used qualitative and quantitative methodology in their research. The study's participants are 78 pupils divided into two classes. To assess how the pupils improved their speaking skills, the authors carried a pre-test and a post-test in the class before and after the experiment. The structures of these tests were not different but different in topics. In this research, the writers applied the "Conversation" component of the PSLE examination, which gave them better access at implementing and monitoring the pupils' progress. The pupils here have not been taught using any methods to gain good scores in the "Conversation" component of the examination. Using the pre-test and post- test tests the students' feeling and controlling the real life. Only one teacher for each class conducted limitations of the pre-test and post-test. In addition, even though there was a standardized marking guideline, marks were given to the pupils may still be subjective and may not reflect the actual improvement. For further research, there should be more than one examiner to test every pupil. Based on the strengths and weaknesses of the methodologies and methods above mentioned, qualitative methodology can be applied in my research with the use of two methods as observation and interview. According to Golafshani (2003, p. 597-607) definite qualitative research that has applied a naturalistic approach to seek for understanding phenomena in context-specific settings, such as "real world setting where the researcher attempts to manipulate the phenomenon of interest" (Patton, 2002, p. 39) cited in Golafshani (2003, p. 600). Qualitative research is also defined as "any kind of research that produces findings arrived at not only by means of statistical kind of but also from real-world setting, where the "phenomenon of interest unfold naturally" (Patton, 2002, p. 39). Hoepfl (1997) states that quality

researcher seeks instead of elimination, understanding, and extrapolation to similar situations. Qualitative analysis results in a various type of knowledge that focuses on the apparent compatibility of the research methods like interviews, observation and document analysis. On the other hand, Pratt (2006) states that effect of qualitative research: Focus on natural setting; an interest in meaning, perspectives and understanding; an emphasis on process; a concern with inductive analysis and grounded theory (p. 2). Other strengths of methods of qualitative research are observations and interview (Pratt 2006) includes that there are four advantages of observations mentioned in the following sentences: firstly, the related free of observe bias. It establishes frequencies and strengthens on objective measures, which involve low inference on the part of the observer. Secondly, reliability has established between them. Thirdly, general ability has devised in the instrument and large samples can be covered. Lastly, it is both precise and provides a structure for the research. Moreover, the research might use more focused interviews to ground in the reality of the situation. The results of qualitative research have various benefits those are the reasons that I am going to choose qualitative methodologies in my research. This paragraph does not make any sense at all.

Observation

According the definition of Pratt (2006) that observation seeks to explore the natural scene, the purpose of researcher is as unobtrusive as possible. Moreover, the researcher adopts a recognized role within the institution or group. Researchers have become amongst other things, teachers, gang-members, pupils, nudists, hippies, bread salesmen, and medical students (p.7)
In seeking to explore the natural scene, the qualitative researcher aims to be as unobtrusive as possible, so that neither research presence nor methods disturb the situation. This is why participant observation is one of the favored approaches. Here, the researcher adopts a recognized role within the institution or group. Researchers have become, amongst other things, teachers, gang-members, pupils, nudists, hippies, bread salesmen, and medical students.

Interviews

Pratt (2006) also stated that using formal interviews or casual conversations has a great deal of qualitative material comes from talking with people**.** There is a great advantage the interviews that are going to tap into the depths of reality of the situation and discover subjects' meanings and understandings, it is essential for the researcher such as to develop empathy with interviewees and win their confidence and to be unobtrusive, in order not to impose one's own influence on the interviewee. Other while, the researcher has some general ideas about the topics of the interview, and may have a point that might arise in discussion for use as prompts as come up in the natural course of the discussion as the interviewee talks to appear natural, not someone with a special role, but one who engages with interviewees on a person-to-person basis. Further support to this idea used qualitative methodologies and methods most of articles, which analysis of collected data through observation, interview and questionnaire, which is suitable for my research focused on the literature review. Through the overview of literature review, I tend to have the outline for my action research. I tend to use qualitative methodologies and date collection methods: are observed and interviewed apply for 45 students of the second at University of Economic and Technical Industries. Most of the students can do grammar well, but they have difficulties to success of foreign language. Specially, speaking skill is the most difficult to improve their ability in speaking, which make them exhaust and unconfident in communication. Moreover, games affect on teaching and learning English, and helps student more confident and excited in joining in

speaking activities inside or outside the classroom. I will carry out my research at University of Economic and Technical Industries. Each class consists of two groups. My research is conducted in a second-year class with the number of 45 students as participants. All my students are non- major English, aged from 19 to 22 years old and they have different background language knowledge and ability. English in my university is not taught as an official subject and speaking is not learnt separately but combined with other skills such as listening or reading. Learning speaking is not paid much attention; as a result, students do not have good ability of communication in English. Therefore, carrying out the research not only brings in students a comfortable atmosphere in the speaking lessons but also helps them have an good method of learning speaking through playing games. By using games in teaching speaking, teachers can supply students with the communicative knowledge easily without any stress or anxiety. Thus, speaking learning will become more interesting and students can better communicate in foreign language without misunderstanding. Moreover, the study also has a great role in explaining to the other researchers the effectiveness of using games in speaking lessons. However, conducting the research has some disadvantages that need to be considered. For examples, the noise can be caused during the lesson, time consuming or material costs. Therefore, whenever games are applied, it is necessary to think about such elements as class sizes, proficiency and knowledge level, timing, topic and the classroom context. When I conduct the research, I ensure ethical issues by telling my students who are observed and interviewed that they will be anonymous. The information will only be used for the research purpose. The participants are informed about the action research process and about that, they will be observed during the action and interviewed. The documents are sent to students' parents, teachers, learners as well as the university principal to ensure their rights.

CONCLUSION

In conclusion, the above review and analysis shows that it is necessary to carry out the research based on the qualitative research design with the usage of interviews and observations. In my opinion, using the qualitative research methodology is suitable to apply for term of the Vietnamese context and of my research. Moreover, the methodology and methods are suitable to collect data in order to answer the research question relating to how to use games effectively in learning and teaching speaking. Lastly, the research is important and useful for the purpose of practice in language lessons, which aim at enhancing the learners' communicative skills and language proficiency.

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