

# A Study On Using Language Games To Motivate Grade-10 Students In Speaking Lessons At A Quang Ninh High School

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**Abstract-** The study aims at identifying the effectiveness of using language games on enhancing students' motivation in speaking lessons as well as pointing out language games that were often used by teachers at Minh Ha high school. A study using the steps of an action research was conducted to evaluate the effectiveness of using language games on enhancing students' motivation in speaking lessons and to explore the students' attitudes toward the application of using language games in speaking lessons. The research included 20 English teachers and 120 students in class 10A1, 10A2, 10A3. Questionnaires were used as one of the key data collecting tools in this study and two sets of questionnaires were delivered for students. After being collected, data from the questionnaire were analyzed by Excel by descriptive data. The research proved that the importance of games in developing speaking abilities was recognized by all of the teachers. The game used by the teachers in speaking courses was Jeopardy, Guessing games, Word-Focus, Treasure Hunt and Spell the Word. Furthermore, following the implementation of games in speaking lessons, several good developments occurred at Minh Ha high school.

**Index Terms-** Language games, Teaching speaking, Motivation, The use of language games to motivate English-speaking students.

## I. INTRODUCTION

### 1.1. Rationale

Speaking is essential to access all languages as it aids learners in developing language skills. It helps learners communicate views and ideas, absorb information and knowledge, and become fluent in the language they are learning. Nevertheless, many students have struggled when they start learning English because they do not speak, which makes them lose excitement and motivation in learning. A good example is that they encounter a barrier that prevents them from learning English because they are unable to recall the new words or are unaware of their meaning and purpose. An enjoyable learning environment where students have plenty of chances to speak in authentic situations can inspire students to be more enthusiastic and optimistic when studying and teaching English. One of the most successful ways to promote and increase students' enthusiasm in learning, as well as a way to grab their attention, is to use language games when teaching English. Realizing the importance of using language games to motivate in speaking class, the researcher decided to use language games to motivate the 10<sup>th</sup>-grade students in speaking lessons at a Quang Ninh High school.

### 1.2. Aims and Objectives of the Research

The purpose of the study is to find out the language games that are being used in class to motivate students in speaking lessons. In addition, the study aims to determine the impact of language games on enhancing students' motivation in speaking lessons.

### 1.3. Research question

- i) What language games are being used in class to motivate students in speaking lessons?
- ii) How does the use of language games enhance students' motivation towards speaking lessons?

### 1.4. Scope of the research

The research was carried out within 10<sup>th</sup>-grade students at Minh Ha high school in Quang Ninh province.

### 1.5. Significance of the research

This study is of great significance because it shows the language games used to improve students' motivation in the English-speaking class of 10th-grade students at a Quang Ninh High School. Many students' objective when studying English is to hear and speak English like a native. As a result, language is more important than ever, and studying colloquial language through language games is an easy and convenient approach for students to practice whenever they want. This research assisted English learners in evaluating the efficacy of acquiring colloquial language through games in order to build their successful learning plans.

## II. IDENTIFY, RESEARCH AND COLLECT IDEA

### 2.1. Language Games

Games are a natural means of understanding the world around them, so they are used in teaching and learning, including learning foreign languages. Language is a complex system people use to communicate or communicate with one another. Language is a system of communication used by a particular community or country, a way of conveying information through written or spoken words. Language games are a philosophical concept that was mentioned by Wittgenstein (Biletzki Anat,2012).

Language games have a lot in common with conventional games. Language games, on the other hand, are primarily concerned with the development and improvement of language skills (Xanthos, 2006).

The game is a form of activity that occurs during the free period of a session or at events such as language meetings to reinforce previously taught or acquired language. Greenal author uses the term "game" anytime there is a competitive element between individual students or teams in an active language.

According to Hadfield (1998), there are two ways to classify language games, the first is that the game is divided into language games and the second is communication games (Klimova, 2014).

### 2.2. Teaching speaking

Speaking is a form of oral communication. To speak, we make sounds using many parts of our body, including our lungs, vocal cords, tongue, teeth, and lips (Bailey, 2009).

Speaking is a skill when a speaker uses acquired language and creates a message through words when communicating with others (Mulasari, 2015).

Broadly speaking, there are two main reasons for getting students to speak during a lesson:

- to give students practice of language items (vocabulary, grammar functions etc.) – a language practice aim
- to develop students' ability to speak fluently and interactively – a speaking fluency aim

There are three stages of speaking class, including pre-speaking activities, while-speaking activities, post-speaking activities. Each stage has its own specific aims that can help impart the knowledge to learners.

Common classroom speaking activities are conversations and students expressing ideas or discussing in groups or in pairs (Nourin Arshad,2013).

### 2.3. Motivation

Motivation is defined as the process of initiating, leading, and maintaining purposeful behaviors. Motivation is what makes us act.

The word motivation is derived from the Latin words motive (transferred) and motive (movement), so we can understand that motivation is related to the individual's motivation to perform some behavior (Torja Sheffield, 2019).

Extrinsic motivations, it refers to the fact that motivational stimuli come from outside the individual and outside the activity. Intrinsic motivation refers to motivation that comes from within the individual and not from any external reward.

Positive motivations refer to the process by which an individual initiates or maintains a behavior that conforms to the achievement of a positive reward, whether extrinsic (Elayna, 2020). Negative motivations refer to the process by which a person initiates or adheres to a behavior in order to avoid unpleasant consequences, both extrinsic (punishment, humiliation, etc.) or fail (Elayna, 2020).

#### 2.4. The use of language games to motivate English-speaking students

One of the activities used by teachers in class is games. They can help dispel fatigue, boredom, and provide a learning atmosphere full of excitement. Besides, there are many valid reasons to use games in language lessons.

A game that is given appropriately can be one of the most exciting techniques. Lee (1979) said that language games can dispel the boring of the classroom, instead of creating a happy learning environment and increasing students' awareness, making them ready to attend class.

In addition, in order to win the game, or to solve a problem, each player must contribute their own understanding or opinion. The teacher's job is to encourage all students to really enjoy the game. In the comfortable created by the game, real acquisition takes place, and learners use the languages they have learned and practiced before (Lee, 1979).

Language games are an active teaching method in a learner-centered way. To achieve the goal of the game, each individual student must communicate with the other. They must discuss in groups with each other to find the final outcome. As such, the students must use language to bridge the gap, to present the information necessary to complete the game Bilal Mohamad Karim (2020).

### III. STUDIES AND FINDINGS

The research was carried out at a Quang Ninh High School, the subject included 20 English teachers and 120 students in grades 10A1, 10A2, 10A3 with the objective is to find out the types of language games that teachers use and the changes in learners' motivation before and after being applied language games in the classroom through a survey questionnaire. Intervention for the speaking lessons was conducted by the researcher during Unit 6 through Unit 10. During this timeframe, students were required engage to the language games to the topic of the week. At the begin of each Unit, the teacher-researcher introduced the games for the week and "guests" from Support Areas visited to provide information and resources then the participants spent the rest of the class to participated in the games. The weekly topics were incorporated in the learning program in the Students' book.

To collect data, this study used a quantitative method. To analyze the data, the researcher used a questionnaire. Quantitative was used to analyze data collected from questionnaires and used to analyze numerical data. The author used a simple percentage analysis. This form of the analysis looked at raw streams of data in the form of a percentage. This was done to learn more about the data collected. Specifically, percentage analysis was the method to represent raw streams of data as a percentage (a part in 100 - percent) for a better understanding of collected data. It refers to a special kind of rate, percentage are used in making a comparison between two or more series of data. A percentage is used to determine the relationship between the series. The author used Excel to calculate the percentage of response to each item by the following formula:

$$percentage = \frac{\text{number of reponses to one answer}}{\text{total number of response}} \times 100$$

Regarding the results from the teacher's questionnaire, all of the teachers highly appreciated the significance of games in teaching speaking skills. In accordance with their recognition of games' important role, more than two-thirds of them often used games in their speaking lessons. Only one teacher claimed that he or she rarely used games in teaching speaking skills. Furthermore, most of the teachers recognized the benefits of games in teaching speaking skills in terms of creating a relaxing learning environment and encouraging students to participate in the lessons, providing students opportunities to practice English, and allowing students to practice English speaking in different ways. Besides, the teachers also shared the challenges when using games in speaking lessons, consisting of choosing a suitable game for the whole class, long preparation time, well-organizing games for a large class, managing time for the game, and managing the class.

With regards to the results of the students' questionnaires, no student denied the importance of English speaking. About two-thirds of the students claimed that this skill was very significant to them. Before using games in speaking lessons, most of them were not very interested in the speaking lessons and they also faced a lot of challenges in learning speaking. The findings showed that the challenges could be classified into types, the lack of vocabulary, the lack of interest, the fear of making mistakes, the lack of confidence, and the lack of motivation. However, after using language games in learning speaking, students' motivation in speaking was enhanced a lot. They also admitted that they were more willing to join the speaking activities, and they became more confident when they spoke in front of other people.

In summary, the information collected pointed out the state of learning speaking skills of the students before and after using games in teaching speaking lessons. The statistics showed that games could help in improving a number of aspects, namely the students' opinions toward speaking lessons, students' evaluation of their speaking skills, students' confidence in learning speaking skills, and students' motivation in learning speaking skills.

#### IV. CONCLUSION

The purpose of this study is to determine the effectiveness of using language games in lessons to improve the positiveness in speaking class for 10th-grade students at a Quang Ninh High School, besides discovering cognitive and students' attitudes in active learning through playing games. To answer the two research questions, the data collection instruments used in the study were teachers' and students' questionnaires.

The responses of teachers could help to identify the teacher's attitudes toward the importance of using games in speaking lessons, the teacher's frequency of using games in speaking lessons, the games used in speaking lessons, the benefits of using games in speaking lessons, and the challenges encountered by teachers when using games in speaking lessons.

In addition, the feedbacks of students could help to determine the current state of the students' speaking skills before using games in speaking lessons and how games could help students in learning English speaking.

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