

**DEVELOPING STUDENTS' MOTIVATION IN LEARNING ENGLISH SPEAKING
SKILL BY USING GAMES AT THE SEVENTH GRADE OF AHMADI WITTAYA
MUNITI MAELAN PATTANI THAILAND**

THESIS



By

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ABSTRACT

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Key Words: Games, Motivation, Learning English Speaking Skill

Speaking has an important part of people's communication of the world. By speaking, someone will know what people mean in their communication. English speaking ability is very important for people interaction where people almost speak everywhere and every time through English. In this global era, many people use English as media of communication and it makes people who come from different countries easier in making interaction and communication. As one of international language, English is also being taught in some Islamic boarding school. One of them is Ahmadi Wittaya Mulniti Maelan Pattani Thailand. Based on the researcher's observation, it was found that some students have low motivation and difficulties in learning English speaking skill. Therefore, sometimes the teacher applies games in the English teaching and learning process at Ahmadi Wittaya Mulniti Maelan Pattani Thailand, since game is very fun and enjoyable for learning. The objective of this research are: (1) To describe games strategies to increase the students' motivation in learning English speaking skill at the seventh grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand. (2) To identify factors that supporting the successful implementation of teaching strategies in increasing students' motivation in learning English speaking skill at the seventh grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand.

This research employed descriptive qualitative approach. The study was conducted at seventh grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand. The data of research were obtained through interview, observation, and documentation. The researcher analyzed the data by reducing data, presenting data, and drawing verification conclusion.

This result showed that (1) English teacher in Ahmadi Wittaya Mulniti Maelan Pattani Thailand use various of games to increase students' motivation in learning English speaking skills, because this is the main goal in learning English, which is to use English in everyday life. Some of the games used by English teacher in Ahmadi Wittaya Mulniti Maelan Pattani Thailand to increase students' motivation in learning English speaking skills are role play, find someone who, and pass the ball. Those game were applied by teacher because they are suitable to be applied in seventh grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand. (2) There are several factors supporting the successful the implementation of games strategies. These factors include, the first, students learning style, because each student has a different style and needs different attitudes. The second factor is infrastructure schools, because without infrastructure the school learning activities will also not run optimally. The last factor is classroom management, because with good classroom environment students feel enjoy and easy to understand the material.

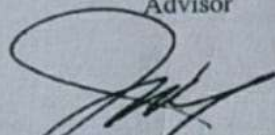
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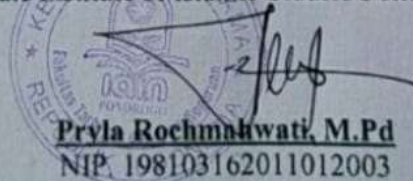
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Penulis



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CHAPTER I

INTRODUCTION

A. Background of the Study

Every human needs language to communicate with others. They can express or show their willing and feelings through language. They also share their thought and ideas through it. One standard definition of language is a system of arbitrary conventionalized vocal symbol, written or gestural symbol that enables member of a given community to communicate intelligibly with one another. Based on the definition above, it seems that the function of language is very crucial in our life, it is for communication.

Thailand has variation of race, ethnic group, culture even religion. One of the community in Thailand is Muslim people. Almost Muslim dispersed in all corners of Thailand. The fact that there are so many Islamic Institutions is found in Thailand. For example, Mosque as the place of devotion to God until Institution of education. It is formal till informal institutions. Often, some parents send their children to study at Islamic boarding house. They belief that Islamic boarding house can educate their children about temporal and hereafter lesson. Moreover, *pondok pesantren* is one of Islamic education institution which concerned on developing human resource.

There are many languages in this world. English is considered and applied as the international language. The fact that English is one of the most important keys that open the road of success in every area of life and it is the only language that truly links the world together cannot be denied by anyone. Therefore, everyone in side of this world is working very hard to study English. English is used for daily conversation,

education, research and science. When someone is learning English, she/he will know the development of knowledge, science and technology because most of books, articles, journals of science are written in English. Considering those function of English, learning English become more important. Recently, some Islamic boarding houses facilitate their students to learn English through English class and practice it in daily life around the dormitories.

One of modern Islamic boarding school is Ahmadi Wittaya Mulniti Maelan Pattani Thailand. Students in Ahmadi Wittaya Mulniti Maelan Pattani Thailand learn Islamic education, life skill and also modern education. Language is one of the important concerned there. Besides using Arabic and Malay or Thai, students also should master English. There are some English programs to support the students' understanding in English. It is weekly conversation to smooth their speaking skill. Another program is intensive English class. It is held once in a week.

Speaking is a tool to communicate with other people. It is an activity conducted by person to communicate with others in order to express ideas, feelings, opinions, etc. It also used to share information among people, to negotiate, to solve problems, to maintain social relationship and friendship. Speaking is used by people almost every time to interact with others. Therefore, it is an essential skill to be learned by students in learning English.

Speaking is a complex skill among the other three skills in English. No doubt that many students get difficulties in learning speaking, moreover to practice it. To learn speaking is not only learning about the language itself, but also learning how to

speak in real communication.¹ However, many students cannot use English in the classroom and in real communication. Because English is not their mother tongue, it is rarely used in daily activities to interact with others. They are not accustomed to use English neither in the classroom nor outside the classroom. On the other hand, actually to get successful in learning speaking, students should be at the situation in which they are willing to speak in English. Besides, students also should have strength from inside to speak up. In other words, many factors affect students in learning speaking.

One of factors affects students in learning speaking is motivation.² Motivation seems having an important role in developing students' speaking ability. Motivation is energy of students which come from inside or outside encouraging themselves to do something.³ It will give strength to students in learning speaking in order to speak up. In fact, motivated students will do everything which supports their performance. They will do the best way to get the best result.

The researcher observed that most students have low motivation and low ability in learning English especially in speaking. They think foreign language is complicated because of so many rules on it. Moreover, different background of students become another problem of learning English at Ahmadi Wittaya Mulniti Maelan Pattani Thailand. That's why the researcher is interested in doing this research to find out how is the process of teaching learning English there and to know the types of games that the teacher used to teach English at Ahmadi Wittaya Mulniti Maelan Pattani Thailand.

¹ Jayanti, Ni Luh Putri, *The Contribution of Learning Motivation and Language Learning Strategies to English Proficiency of the Second Grade Student of SMP Dwijendra Denpasar*, 2012, 3.

² Shams, M. *Students' Attitudes, Motivation and Anxiety towards English Language Learning*. Journal of Research and Reflections in Education, 2008, 120.

³ Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 1991), New Edition, 3.

The success of teaching-learning process depends on several factors. Diane Larsen and Freeman said everyone knows that being a good teacher means give positive feedback to students and being concerned about their affective side or their feelings.⁴ Moreover, the most important things in the actualization of the teaching and learning process are the teacher and learner. Therefore one of the ways, in order to make the teaching learning process effective, the teacher has a good classroom management which can stimulate the students to be active in following the system of teaching learning process. Learners usually try to judge the first impression of the lesson in the pre-activity phase. They will be engaged in the lesson when the teacher raises their interest up. The teacher can use game to engage learners to the lesson. According to the Evans, it's related to the characteristic of games. Games are entertaining and exciting for learners by the competition and suspense of the outcome and the winner of the game.⁵

According to Wright, Betteridge, and Bucky. Games have several advantages in language teaching. In this case games give a chance for learners to experience the language rather than to study the language.⁶ Games can lower anxiety, thus making the acquisition of foreign language more likely. They are highly motivating and entertaining for the students. They give a chance for shy students to express their opinions and feeling in teaching learning process.

⁴ Diane Larsen & Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press, 2000), 5.

⁵ Evans, D.R., *Games and simulation in literacy training*, (1979).

⁶ Wright, A., Betteridge, D., & Bucky, M., *Games for language learning. 3rd Edition* (Cambridge: Cambridge university press, 2006)

Therefore, the researcher wants to conduct a research entitled “Developing Students’ Motivation in Learning English Speaking Skill by Using Games at the Seventh Grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand”.

B. Limitation Of The Problem

To avoid the far-ranging of the discussion, this study focuses on the developing students’ motivation in learning English speaking skill at seventh grade students of Ahmadi Wittaya Mulniti Maelan Pattani Thailand.

C. Statements Of The Problem

1. How are games strategies in increasing students’ motivation in learning English speaking skill at the seventh grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand conducted?
2. What factors are supporting the successful implementation of games strategies in increasing student’s motivation in learning English speaking skill at the seventh grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand?

D. Objective Of The Study

Concerning with the statement of the problems, this study has some objectives as follows:

1. To describe games strategies to increase the students’ motivation in learning English speaking skill at the seventh grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand.

2. To identify factors that supporting the successful implementation of teaching strategies in increasing students' motivation in learning English speaking skill at the seventh grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand.

E. Significant Of The Study

1. Benefit of the Theory

This research hope fully could give contribution to the future development of Games Strategy in Increasing Students' Motivation in Learning English speaking skill.

2. Benefit of the Practice

a. Teachers

The result of this research is making the teachers be a creative teacher in teaching speaking and implementing the various strategies in teaching speaking the students of Ahmadi Wittaya MulnitiMaelan Pattani Thailand.

b. Students

The result of this research is expected to make students more excited and motivate the students to improve their speaking skill in the next future learning process of Ahmadi Wittaya MulnitiMaelan Pattani Thailand.

c. Readers

This study hopefully could give contribution for readers who are interested in studying English Language Teaching. And it could give latest knowledge to the readers about English Language Teaching.

d. Other researcher

The writer believes that this paper study is still far from perfect. Therefore, some weaknesses could be found in this paper. Hopefully, other researcher could make better equivalent research in the future.

F. ORGANIZATION OF THE STUDY

This thesis divide into six chapter contain different topic.

- | | |
|-------------|---|
| CHAPTER I | Introduction

In this chapter, consists background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the thesis. |
| CHAPTER II | Review of related literature. It involves of previous research finding and theoretical discussion of review that related with research: Games, Motivation, and Learning English. |
| CHAPTER III | Research Method. It concluded of research design, researcher role, research location, data source, techniques of data collection, technique of data analysis, data credibility, and research procedure. |
| CHAPTER IV | Research Findings. It concluded of general data description and specific data description. |
| CHAPTER V | Discussion |
| CHAPTER VI | This chapter is intended to make it easier readers who take the |

essence of thesis that contains conclusion and recommendation.



CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is very important. It is a basic theory concerning with the formulation of the problems and the goal of the research. The review below consists of previous study and Games Strategies.

A. Previous Research Finding

Many researches already been conducted on language learning strategy. In this part of discussion, the researcher explained about how this study is related to previous study.

- 1) *Games as Warming-Up Activities in Young Learners' Classroom at An English Course* written by Noviani Aisyatin from Indonesia Education University.

In this case study, the writer was focused to find out about the types of games that used by the teacher at an English course. The result showed that the teacher applied some types of games proposed by Hadfield and Evans as warming up activities at young learners' class. She also found the advantages of games covered affective, cognitive, class dynamic and adaptability categories. However, the teacher found some difficulties such as to design the appropriate game for the students, giving clear instruction, managing time, grouping the students, and simplifying the instruction. But moreover, from the result of this research, games as warming up activities are recommended to be applied in the young learners' class since it is very fun.

The similarity with the research above is that the researcher investigated teacher used games in teaching English. While, the differences from research

above is that the researcher observed at Young Learner' classroom in which has different environment, curriculum, and students' characteristic with Junior high school.

- 2) *Language Learning Strategies Used by Teacher to Motivate Students at the Eight Grade of SMP Nurul Islam Boyolali in 2013/2014 academic year* written by Reny Safitri from IAIN Surakarta.

The result of this study was to find out language learning strategies used by the English teacher to motivate students at the eighth grade of SMP Nurul Islam Boyolali in 2013/2014 academic year. Besides, it was also to describe the reason of language learning strategies used by the English teacher to motivate students at the Eighth grade of SMP Nurul Islam Boyolali 2013/2014 academic year.

The similarity with the research above is this research also investigated the motivation in learning English. While, the differences from research above is that the researcher observed about language learning strategies.

3. *The Strategies of the Teacher in Motivating their Students in Learning English (A Study at the Tenth Grade MAN2 Boyolali in the Academic Year 2016/2017)* written by Muhammad Wahyudi from IAIN Surakarta

The aims of this study were to find out the strategies of the English teacher to increase motivation in teaching English are giving praise, subtle ridicule, giving suggestion, playing motivation videos and idol story are extrinsic motivation (based on the source of motivation) and instrumental motivation

(based on the purpose). Many students have good response for the English teacher in motivating their students in learning English.

The similarity with the research above is this research also investigated the motivation in learning English. While, the differences from research above is that the researcher observed about the strategies of the teacher in motivating students in learning English.

B. Theoretical Background

1. Games

a. Definition of games

A game is an activity with rules, a goal and an element of fun.⁷ Using games in English class can get students relaxed and enjoyed using the language. It may be argued that college students unlike children, having grown up and do not need games to relax themselves. On the contrary, adults sometimes feel more nervous than children when they face new things, and they are more afraid of losing their face as the sense of face develops with their age. In this sense, they do need games or any other activity that help them relaxed and innocent like children to the new language without being afraid of making mistakes.

Moreover, game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others.⁸ Besides it is very fun and enjoy, games create competitive and active atmosphere in the class. They have to make an interaction with others in doing

⁷Jill Hadfield, E-book: *Beginners Communication Games*, Longman, 8.

⁸ A. Wright, Betteridge, D., & Bucky, M., *Games for language learning*^{3rd} Edition (Cambridge: Cambridge university press, 2006), 1.

games. Students' communicative skill will totally increase through it. It is because games usually do in pair or group work. But sometimes it is in the form of individual too.

b. Types of games

1) Role Play

Many experts have different opinions in defining role play. The following are some of the point of view about role play. Ur stated, "Role play is giving students a suitable topic provides interest and subject – matter for discussion, dividing them into groups improves the amount and quality of the verbal interaction".⁹ Here, the writer concludes that the students will communicate more freely if they have a role to hide behind.

According to Gower et-al, "A role play is when students take the part of a particular person: a customer, a manager, a shop assistant, for example. As this person, they take part in a situation, acting out a conversation. It is unscripted, although general ideas about what they are going to say might be prepared beforehand. These might well come out of a text or a previous context".¹⁰ It means that role play has number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom. Meanwhile according to Revell, role play defined as an individual's spontaneous behavior reacting to others in a hypothetical situation. The essential core

⁹ Penny Ur, *Discussions that Work: Task-Central Fluency Practice* (Cambridge: Cambridge University Press, 1981), 9.

¹⁰ Roger Gower, et-al, *Teaching Practice: A handbook for Teachers in Training* (Oxford: Macmillan Education, 2005), 105.

of the activity is understanding the situation of another person, and to do this well the player “needs to come to grips with the other participants” roles, not just his own.¹¹ It can be illustrated that in role play, a player is given basic information about who he is, what he is like, and what he wants to do. A player must interact with others relate to the situation to theirs.

To hold role playing, the teacher must prepare some steps to make good performance. Here are the stages in Role Play activity:¹²

- a) The teacher arranges or prepares scenario that will be performed by the students. This scenario is important for the students to know the situation of their roles.
- b) The teacher appoints some students to learn about the scenario several days before teaching and learning activity. Giving time for the students is useful to have them good preparation for acting.
- c) The teacher makes groups of students consists of five people per group. The teacher has to makes group in variant member due to their ability of speaking. So, the smart student is combined with low student.
- d) The teacher explains about competence will be achieved. The teacher enlightens the students that from their performance, they

¹¹ Jane Revell, *Teaching Technique for Communicative English* (London: Macmillan Press, 1994), 60.

¹² Departemen Pendidikan Nasional, *Model Pembelajaran yang Efektif* (Jakarta: Dekdiknas, 2009), 4.

will know some expression of giving opinions and its response, and making and declining an invitation.

- e) The teacher calls a group of students who have been chosen to play a prepared scenario. On the other hand, the teacher chooses the group to perform.
- f) Each student in his/her group observes the scenario being performed.
- g) After finishing the performance, each student is given a worksheet for discussing each group's performance.
- h) Every group which has performed gives a conclusion about what scenario has been performed.
- i) The teacher gives a general conclusion. That is about the material that has been done by the students in their role play.
- j) Evaluation. It is held by test to know their understanding in the material.
- k) Closing

2) Find someone who

Students use a checklist as they walk around the room trying to find a person who has a certain characteristic. When students find "someone who drives a truck" or "someone who was born at home," they write that person's name on their checklist of paper and move on to the next person with the hope that that person meets one of the other characteristics on the master list. The goal is to meet and talk to as many

people as possible within the time limit in order to put one name by each of the characteristics.¹³

There are steps in the procedure of find someone who:

- a) The teacher gave the worksheet and explained to the students to walk around the room and find how their friends come to school? with that form provide.
- b) When the students find someone, they are write the name and fill in the blank provide.
- c) The teacher asked the students to return to their seat.
- d) The teacher asked the students to present their worksheet from game find someone who.

3) Pass the ball

Pass the ball is an incredibility fun classroom game that can be used with any lesson and any target language. This game is a really simply classroom game. While the music plays, students pass the ball around the class. To include all student make the whole class the teacher must ask the question, and the student holding the ball should answer. For example, if the lesson about daily activity, the teacher can ask ‘What time do you (get up)’? and the student with the ball can answer ‘I get up at..... . A simple way the teacher to incorporate this game into the

¹³ <https://www.press.umich.edu/pdf/0472031651-sample.pdf> Assessed on May 8 2020 at 13.30

lesson is use flashcards. When the music stops, show the flashcards to the student with the ball and ask them to make a sentence using the target language.¹⁴

There are steps in the procedure of pass the ball:

- a) The teachers and students sit in a circle.
- b) The teacher simply played the video in the class.
- c) The teacher asked the students to pass a ball when the music starts.
- d) The students holding the ball must answer the teacher's question.
- e) Teacher can prepare simple flashcards to show the student, or can just ask the students a question.

2. Motivation

a. Definition of Motivation

A cognitive view of motivation includes factors, such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. A motivation is a state of a cognitive arousal which provokes a 'decision to act' as a result of which there is 'sustained intellectual and/or physical effort' so that the person can achieve some 'previously set a goal'.¹⁵ Motivation is some kinds of internal drive which pushes someone to do things in order to achieve something. This definition is introduced in some theories, the most widely

¹⁴ <https://games4esl.com/pass-the-ball/> Accessed on March 25, 2020 at 20.05

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching* (England: Longman, 2001), 393.

known are motivation to learn, to work, and get achievement. That will be analyzed in this research is motivation to learn, it is a kind of internal and external drive which pushed students who are studying about something to improve their attitude, generally is influenced some supporting factors, they are:¹⁶

- 1) Desire to success
- 2) There is pushing of study
- 3) There are necessities in study
- 4) There is expectation in future
- 5) Appreciation in the learning process
- 6) There are attractive activities in the teaching learning process
- 7) Good learning environment

Motivation is one of the important factors that influence English learning achievement. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the whole process more successful. As each student is motivated in different ways, the teacher has to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment to learn.

¹⁶Hamzah B. Uno, *Teori Motivasi & Pengukurannya (Analisis di Bidang Pendidikan)* (Jakarta: Penerbit Bumi Aksara, 2008), 23.

b. Types of Motivation

There are two types of motivation. They are extrinsic and intrinsic motivation.

1) Extrinsic Motivation

Extrinsic motivation is learning activity that occurs from the encouragement and someone's need that absolutely not related to the activities of their own learning.¹⁷ It is caused by any number of outside factors. For example: the need to pass an exam, financial reward, good mark, etc.

2) Intrinsic Motivation

Each of us is motivated by needs. Our most basic needs are inborn, having evolved over tens of thousands of years. According to Maslow the underlying of human behavior are basic needs that can be arranged in a hierarchy. The lowest level are physiological need (food, drink, sleep, cloth, shelter, etc.), the next level are safety needs (stability, low, safe from fear, etc.), love and belongingness needs, self-esteem needs (achievement, competence, recognition, etc.), and the most upper level are self-actualization need.

¹⁷Drs. H. Martinis Yamin, M.Pd., *Profesionalisme Guru dan Implementasi KTSP* (Jakarta: GaungPersada Press, 2008), 163.

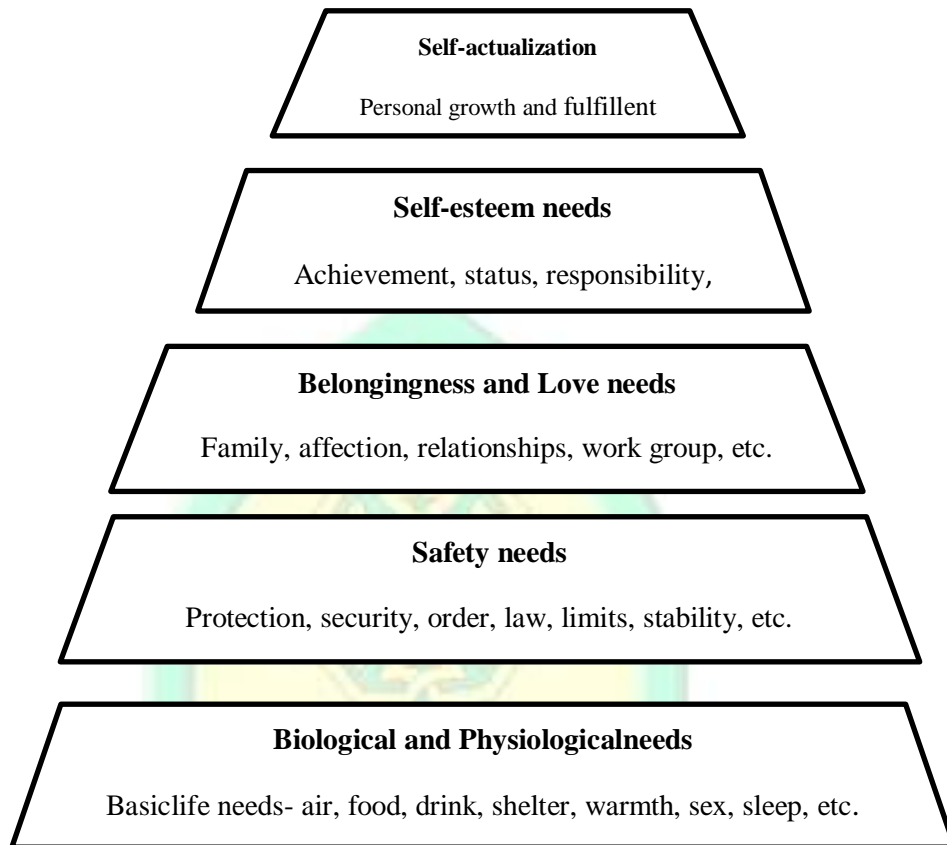


Figure 2.1 Hierarchy of need pyramid¹⁸

Students are motivated to do a task are influenced by their intrinsic motivation and extrinsic motivation. Intrinsic motivation is an activity of initiated and continued learning, based on the appreciation of the need and encouragement that is absolutely related to the activation of learning.¹⁹ The importance factor in intrinsic motivation are enjoyment that shown when carrying out their duties without any compulsion. It comes from the individual itself. For example: the enjoyment of the learning process makes

¹⁸<https://www.businessballs.com/self-awareness/maslows-hierarchy-of-needs/> Accessed on February 15 2020 at 19.00

¹⁹ Drs. H. Martinis Yamin, M.pd., *Profesionalisme Guru dan Implementasi KTSP*, (Jakarta: Gaung Persada Press, 2008), 163-164

themselves feel better. The existence of intrinsic motivation influenced by some factors, they are:²⁰

a) Challenge

People are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.

b) Recognition

Learners feel satisfaction when others recognize and appreciate their accomplishments.²¹

c) Curiosity

Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activities.

d) Control

People have a basic tendency to want to control what happens to them.

e) Fantasy

Learners use mental images of things and situations that are not actually present to stimulate their behavior.

f) Competition

²⁰ http://education.calumet.purdue.edu/vockell/edPsybook/Edpsy5/edpsy5_intrinsic.htm, Accessed on February 10 2020 at 20.00

²¹ M. NurGhufron & RiniRisnawati, *Teori-Teori Psikologi*, (Jakarta: ArRuzz Media, 2010), 92-93

Learners feel satisfaction by comparing their performance favorably to that of others.

g) Cooperation

Learners feel satisfaction by helping others achieve their goals.

c. Source of Motivation in the Learning Process

The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form of the world around students' feeling and engagement with the learning process.²²

1) The society people live in

Outside any classroom there are attitudes to language learning and the English language in particular. How important is Learning of English considered to be in the society. In school situation, for example, is the language learning part of curriculum of high or low status? If school students offered the choice of two languages to learn, which one would they choose? and why?

2) Significant others

From the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial. The attitude of student's peers also crucial. If they are critical of

²²Jeremy Harmer, *The Practice of English Language Teaching* (England: Longman, 2001), 51.

the subject or the activity, the student's own motivation may suffer. If they are enthusiasm learners, they may take the student along with them.

3) The teacher

Clearly a major factor in the continuance of student's motivation.

4) The method

It is vital both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely.

3. Speaking Skill

a. Speaking Skill

Speaking is the essential skill among other language skills that must be learned by English students. It is as the major criterion to consider that the English students' competence is good or lack. There are many definitions of speaking from English experts. However, the writer only chooses several definitions which are important to talk about.

According to Jo McDonough and Christopher Shaw, "speaking is a desire and purpose-driven that may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiation and or solving a particular problem or establishing and maintaining social relationship and

friendship”.²³ Besides Lynne Cameron’s definition, “speaking is the active use of language to express meaning so that peoples can make senses of them”.²⁴

b. The Purpose of Speaking

There are three functions of speaking according to Brown and Yule in which each of the speech activity is quite distinct in terms of form and function, and each requires different teaching approach, as follow:

1) Speaking as Interaction

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, recount recent experience, and soon because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other. Such exchange may be either causal or more formal, depending on circumstance and their nature. Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and subtle phenomenon that takes place under the control of unspoken rules.

2) Speaking as Transaction

Speaking as transaction refers to situation where the focus is on what is said or done. Making the messenger oneself understood clearly

²³Jo McDonough and Christopher Shaw, *Material and Method in ELT: A Teacher's Guide*, (Cambridge: Blackwell Publisher, 1993), 152.

²⁴Lynne Cameron, *Teaching Language to Young Learners*, (Cambridge University Press, 2001),40.

and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in English lesson) to explore concepts associated between speaking and other skills like listening, reading or writing. In this of spoken language, students and teacher usually focus on meaning or on talking their way to understanding. Speaking as transaction is more easily planned since current communicative, materials, information gap, or role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

3) Speaking as Performance

The third type of speaking that can be usually distinguished has been called speaking as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and it also closer to written language than conversational language.

c. Principles for Teaching Speaking

According to David Nunan, there are five principles of teaching speaking:

- 1) Be aware of difference between second language and foreign language in learning context.

- 2) Give students chance to practice with both fluency and accuracy.
- 3) Provide opportunities for students to talk by using group work or pair work.
- 4) Plan speaking task that involve negotiated for meaning.
- 5) Design classroom activities that involve guidance and practice in both transactional and interaction speaking²⁵

d. Types of Speaking Skill

Brown argues that there are five basic types of speaking as follows;

1) Imitative

The ability to simply imitative a word phrase or possibly sentence. In this stage the teacher focused only on students' pronunciation than the ability to understand or convey meaning.

2) Intensive

The production of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

3) Responsive

Interaction and test comprehension but at the somewhat limited level very short conversation. Standard greetings and small talks, simple request and comments and the like.

²⁵David Nunan, *Practical English Language Teaching First Edition* (New York: The McGraw-Hill Companies, Inc, 2003), 54-56.

4) Transactional (dialogue)

It is carried out more for the purpose of conveying or exchanging specific information, is in extended form of responsive language.

5) Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The form of interpersonal speaking performance are interview, role play, discussion, conversation, games and speech.

6) Extensive

The oral production task includes speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited.

Based on the theory above, the teacher should to know what speaking is not only about the use of the right sound but also the choice of word so that someone can communicative with others. The stage of the students' performance also becomes part of consideration to design English teaching activities.²⁶

e. Elements of Speaking

Jeremy Harmer identifies that the ability to speak in English needs the elements necessary for the spoken production as the following:

1) Language Features

²⁶Douglas H. Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy 2nd edition* (New York: Longman 2000), 271-274.

- a) Connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.
 - b) Expensive device: native speaker of English changes the pitch of particular part of utterance, vary volume and speed, and show by other physical and nonverbal means how they are feeling (especially in face to face interaction)
 - c) Lexis and grammar: teachers should therefore supply a variety of phrase for different function such as agreeing or disagreeing, expressing surprise, shock or approval.
 - d) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.
- 2) Mental/ social processing
- a) Language processing: effective speaker needs to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

- b) Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.
- c) (On the spot) information processing: quite apart from our response to others' feeling, we also need to be able to process the information they tell us at the moment we get it.

f. Speaking aspects

In learning speaking, the speakers have to decide how to pronounce correctly, how to say the sentence grammatically correct, what they want to say, to choose the pattern they are going to use, to select appropriate words, to use the correct accent, and to say it in appropriate situation so there are several things to be considered as formulated in the following descriptions.

1) Pronunciation

Pronunciation is how words or vocabularies are pronounced. The relationship between pronunciation and speaking has been long established in the English as a foreign language (EFL) tradition with reference to comfortable intelligibility the pronunciation which enables the interlocutors to communicate without major effort. ²⁷In learning foreign language speaking, the speakers not only have to learn and enrich their vocabulary but also they have to aware about the correct pronunciation, in order to their speaking become under stable. In other

²⁷ David Singleton, *Speaking and Instructed Foreign Language Acquisition*, (Nicholas House: UK, 2011), 117.

word, the lack of pronunciation might cause misunderstanding and different meaning of the message which want to be delivered. Pronunciation includes vowels, consonants, stresses, and intonation patterns. The speaker must first decide what to say, be able to articulate the word, and create the physical sounds that carry meaning.

2) Accuracy and fluency

Accuracy is the ability to speak properly that is selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical pattern of English. Fluency is the capacity to speak fluidly, confidently, and at rate consistent with the norm of the relevant native speech community.²⁸ Fluency means responding coherently within the turns of the conversation, linking words and phrases, using intelligible pronunciation and appropriate intonation, and doing of this without undue hesitation.²⁹ Fluency is the simply ability to speak. For significant factor in the perception of fluency is the length of run, i.e. the number of syllables between pauses.³⁰

3) Grammar

Grammar correctness is a main point where speech is concerned. It is needed for students to arrange a correct sentence in convention. Students ability manipulates structure and distinguishes appropriate grammatical for main appropriate one. The expertise in a language are oral and written

²⁸ Kathleen M. Bailey & David Nunan, *Practical English Language Teaching Speaking* (New York: Mcgraw Hill Companies. 2005), 5.

²⁹Tricia B, *Teaching and Learning in the Classroom* (Oxford: Oxford University Press, 2000), 61.

³⁰ Scott, *How to Teach Speaking*, (London: Longman, 2001), 6-7.

form. The rules about how words change their form and combine with other words used to make a sentence in speaking. Considering the pattern in combining the words will influence either the partners or listeners understand the point of speaking or not.

4) Comprehension

Comprehension is an exercise aimed at improving or testing students' understanding of a language (written or spoken) comprehension is the ability to understand completely what actually they speak. The objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.³¹ comprehension itself consists of twoman aspects, they are cognitive knowledge which dealing with production and then, meaning comprehension which connected to the message in the oral production.³²

5) Vocabulary

Vocabulary means the appropriate diction which is used in communication without having a sufficient vocabulary someone cannot communicate effectively or express their ideas in both oral and written. Vocabulary is all the words known and used by a particular person. This thing is the basic need to have communication each other. The more rich of vocabularies, the more the speakers will make their speaking as clear as possible. Usually, vocabulary taught in the dialogue, conversation, or debate.

³¹ Hughes Arthur, *Testing for Language Teacher*, (Cambridge University Press: UK, 2003), 113.

³²Thomas Scovel, *Psycholinguistics*, (Oxford University Press: New York, 2005), 27.

g. The characteristics of Good Speaking Skill

According to Penny Ur, there are many characteristics of good speaking activity as follow:³³

1) Learner talk a lot

As much as possible of the period of time allotted to the activity is occupied by learner talk.

2) Participation is even

All of students get a chance to speak and contributions are fairly evenly distributed. So, class room discussion is not dominated by minority of talkative participations.

3) Motivation is high

Learner are eager to speak because they are interested to the topic and have something new to say about it, or because they want to contribute to achieving a task objective task.

4) Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

³³Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 1996), 120.

h. Factors Influence in Teaching Speaking

1) Student's Age

A factor that will play a huge role in what materials you should use is the student's age. Teaching speaking a pre-school child is very different than teaching an adult. The child's attention span is much shorter, therefore the teacher will need a greater variety of materials to keep the child interested. The materials will also need to have a theme that interest kids, such as cartoon characters. Adult, on the other hand, will quickly tire of such simplicity and will want something more practical and stimulating. In short, try to match the material to the interests someone of the student's age might expect to have.

2) Student's English level

Starting off watching a dramatic film in English with someone who only knows a few words is not very effective. But for advanced learners it can be a great way to work on comprehension. ESL teachers should first screen all students with a simple English test to ascertain their level. Once you know that, selecting the appropriate level of materials will be much easier. But remember, regardless of the student's English level, try to keep the materials interesting. A little textbook learning is essential, but it should be varied with more interesting activities.

3) Class Size

The materials will also differ depending on whether you are teaching one-on-one, a class of three or four or a class of 25. Audio and video media are great tools for larger classes, but for one-on-one lessons they may seem too impersonal. For a large class it will be hard to individualize materials. When working with one or two students, it's easier to choose materials with which they are comfortable.

4) Individual Learning Style

After you've been with a student for a few lessons, you should start to pick up on his strong and weak points. Some people learn best when they can see the language while others do better hearing it. Once you know which type of learner a student is, you can focus your materials to his/her style. For large classes where there is a variety of learning style, you'll also need to use a variety of materials to ensure everyone receives what they need.

5) Specific Purpose

For students learning English for a specific purpose, such as business or medicine, you will need to use specific materials. These learners are usually either advance or have a short period of time to learn as much essential material as possible. Watching Sponge Bob Square Pants will not serve the needs of a business professional trying to learn

enough to make a good first impression. In this case, the materials should mimic real situations the person is likely to encounter.³⁴



³⁴<http://www.eslteachersboard.com/cgibin/articles/index.pl?read=5047> Accessed on February 15 2020 at 20.30

CHAPTER III

RESEARCH METHOD

In this chapter, the writer explains about research methodology which consists of researches method, data source, technique of collecting data and technique of analyzing data.

A. Research Approach

To conduct this research, the researcher used qualitative approach. Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recording, and memos to the self. At this level, qualitative research involves an interpretative, naturalistic approach to the world. This meant that qualitative researchers study things in their natural setting, attempting to make sense of interpret, phenomena in terms of the meanings people bring to them.³⁵

In this research the researcher focus on games strategies used by the teacher and the students in teaching learning process. It means that the data in this research is related to student's conversation in term of games strategies. Because of that this research applied descriptive qualitative design in gathering the data. Qualitative descriptive studies are the least "theoretical" of all of the qualitative approaches to research. In addition, qualitative descriptive studies are the least encumbered studies, compared to other qualitative approaches, by a pre-existing theoretical or philosophical commitment. By comparison, qualitative descriptive studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its

³⁵John W Creswell, *Qualitative Inquiry & Research Design*, (London: Sage Publications Ltd, 2007), 36

natural state to the extent that is possible within the context of the research arena. Than the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

Based on statements above descriptive design is suitable with the main objective of the study that is to describe Developing Students' Motivation in Learning English Speaking Skill by Using Games at the Seventh Grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand.

B. Research's Role

In this research, the researcher as an observer. The researcher observed the situation of English teaching process in the classroom, also the researcher observed the strategies that applied by teacher in the classroom. The second role of the researcher as an interviewer. The researcher interviewed the learners and the teacher to get information, in particular what kind of teacher's strategy in teaching English speaking skill to students in the classroom.

The researcher noted the data and arranged the text data systematically with appropriate situation that happen during learning process and interview along with observation.³⁶ The researcher noted the situation and strategies applied by teacher to the students during learning and teaching process. Then, the researcher had to do

³⁶ John W. Cresswell, *Research Design: Quantitative, Qualitative and Mixed Methods Approaches* (USA: SAGE Publications, 2009), 4

approachment and interaction with teacher and students, that are students at the seventh grade.

C. Research Setting

The research was be conducted at Ahmadi Wittaya Mulniti Maelan PattaniThailand, the reasons of choosing the place are as follows:

1. The games strategy of teacher's applied in the English class.
2. The students have good balance among the high motivation and the low one.
3. There is no previous researcher who conducted the same research at Ahmadi Wittaya Mulniti Maelan Pattani Thailand

D. Data and Data Source

1. Primary Data

The primary data is gotten from interview and observation. The researcher will get the information from subject, that are students of seventh grade and the teacher of Ahmadi Wittaya Mulniti Maelan Pattani Thailand.

The data source in primary data words or the text that are appropriate with the situation during English learning process. The data should answer the statement of the problem of this research.

2. Secondary Data

The secondary data is gotten from books or documents, syllabus and curriculum, references and picture which relevant with this research with this research. The data should answer the statement of the problem of this research.

Gathering data can be accomplished through a primary data source and secondary data source. According Melsy primary source means the researcher is the first person to obtain the data.³⁷

E. Technique of Data Collection

This Research uses observation, interview, and documentation as data collections methods.

1. Observation

Observation is the process of gathering open-ended, first handed information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g. preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a non-university setting). In this research, the researcher as an observer. Researcher just focuses on teacher's strategies in increasing student's motivation in learning English used by teacher and students response as subject matter.

³⁷ John W. Cresswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (University of Nebraska-Lincoln, 2012), 9.

2. Interview

A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis. An open-ended response to a question allows the participant to create the options for responding.³⁸

In this research, the researcher will use the interview with teacher and students as participants.

3. Documents

A valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents. Examples of public documents are minutes from meetings, official memos, records in the public domain, and archival material in libraries. Private documents consist of personal journals and diaries, letters, personal notes, and jottings individuals write to themselves. Materials such as e-mail comments and

³⁸John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*(University of Nebraska-Lincoln,2012),213-214

Web site data illustrate both public and private documents, and they represent a growing data source for qualitative researchers.³⁹

The researcher wants to use written documents such as report, journal, and articles which is relevant with the title and the purpose of this research.

F. Technique of Data Analysis

Qualitative data analysis focuses on in-depth, context-specific, rich, subjective data and meanings by the participants in the situation, with the researcher herself/himself as a principal research instrument.⁴⁰

1. Data Reduction

Data reduction does not mean disregarding data; rather it means distilling from the complexity of the findings the key points of the phenomenon in question, reducing complexity without violating it, catching the essence of the issue or the situation, enabling the researcher to identify, for example, patterns, key issues, causal processes and sequences.⁴¹

2. Data Display

Generically, a display is organized, compressed assemble of information that permits conclusion drawing and conclusion. Displays help us to understand what is happening and to do something either analyze further or take action, base on that understanding.

³⁹ Ibid. 223

⁴⁰ Louis Cohen, Lawrence Manion & Keith Morrison .*Research Methods in Education (Eight edition)* Routledge (2018). 643

⁴¹ Ibid. 643

3. Conclusion and verification

In this implication, the researcher makes a conclusion. The conclusion is the answer of the research problems that have been formulated. Base on the statement above, the stage of data analysis can be showed in this picture

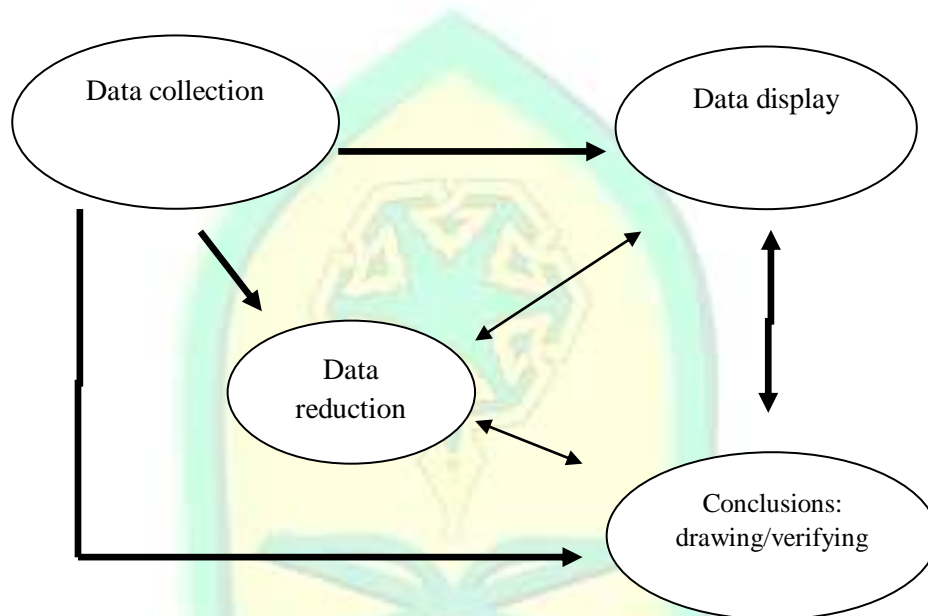


Figure 3.1: Miles and Huberman's flow model

Conclusions are also *verified* as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their confirmability—that is, their validity.⁴²

⁴²Mathew B. Miles, A. Michael Huberman & Johnny Saldana, *An Expanded Sourcebook Qualitative Data Analysis* (California: SAGE Publications, Inc. 2014), 8.

G. Data Validity

Some versions of validity regard it as essentially a demonstration that a particular instrument in fact measures what it intends, purports or claims to measure, that an account accurately represents 'those features that it is intended to describe, explain or theorise'. Other definitions state that validity is the extent to which interpretations of data are warranted by the theories and evidence used.⁴³

Validity takes many forms. For example, in qualitative data validity might be addressed through the honesty, depth, authenticity, richness, trustworthiness, dependability, credibility and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher.⁴⁴

H. Research Procedure

In this research, there are some procedures of research which must be done. They are planning, application, the procedure of data analysis and reporting.

a. Planning

This procedure includes arranging the plan, choosing the research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates research equipment.

b. Application

This procedure involves understanding background of research and join in the research to collecting the data.

⁴³Louis Cohen, Lawrence Manion & Keith Morrison, *Research Methods in Education (Eight edition)*, Routledge (2018), 245.

⁴⁴Ibid. 246

c. Analyzing

It includes analyzing data, observation Teacher's strategies in Increasing Students' Motivation at Ahmadi Wittaya Mulniti Maelan Pattani Thailand.

d. Reporting

The researcher writes a research report in form of thesis about "An Analysis of Games Strategy in Increasing Students' Motivation in Learning English at the Seventh Grade of Ahmadi Wittaya Mulniti Maelan pattani Thailand".



CHAPTER IV

RESEARCH FINDING

A. General Data

1. The History of Ahmadi Wittaya Mulniti Maelan Pattani Thailand

Islamic Education Foundation “Ahmadi Wittaya Mulniti” Gurah is an institution which equalizes the curriculum with curriculum that has already determined by the Ministry of Islamic Education especially in Maelan. Ahmadi Wittaya Mulniti is one of private education institution in Gurah Maelan, Pattani, Thailand, which actually had been founded in 10th July 1941. For the first time, this school was originally a religious minaret that held at night, from 07.00 – 09.00 pm in Gurah mosque that located at Gurah village. At that time, this school only taught religion material particularly Islam. Then in 1974, this school open private Islamic Study from marhalah Ibtuda’I, Marhalah Mutawassith and Marhalah Tsaniwi. At that time, Ahmadi Wittaya Mulniti was independently stand out of Thailand’s Kingdom cooperation so that only Islamic Study became the focus of attention.

As time goes by, besides the help from various departments and societies. For the sake of Ahmadi Wittaya Mulniti, H. Ibrahim bin H. Muhammad intended to connect cooperation with Thailand’s kingdom (Minister of National Education affair). In 1988’s Mr. Yusuf (one of teacher) accompanied him to propose application letter for new academic school in Ahmadi Wittaya Mulniti which this effort took two years to be done. Finally, Ahmadi Wittaya Mulniti received official letter of Thailand’s kingdom as follow:

- Dated 06/02/1990, with No. letter 01/1990. formally, Ahmadi Wittaya Mulniti received official letter and allowance for Ahmad Paosri Wasoh (The founding father's son) as the seignery right recipient (advisor) of Ahmadi Wittaya school.
- Dated 30/04/1990, with No. letter 01/1990. Ahmadi Wittaya Mulniti received official letter from Minister of National Education affair and allowance to Ma'yusuf Chebu as the officer of Ahmadi Wittaya school.
- Dated 30/04/1990, with No. letter 03/1990. Ahmadi Wittaya Mulniti received official letter from Minister of National Education affair and allowance for Usman Buesa as the headmaster of Ahmadi Wittaya Mulniti.

In the course of Ahmadi Wittaya Mulniti development there was gradually reshuffle and long-term changing. Up to now, Ahmadi Wittaya Mulniti stewardship is assigned in Official Letter of Thailand's Kingdom as follow:

- Dated 03/11/2009 with No. latter 03/2009. Ahmadi Wittaya Mulniti receives official letter from Minister of National Education affair and allowance to Nimaso Wadeng as the headmaster of Ahmadi Wittaya Mulniti.
- Dated 03/10/2014, with No. letter 01/2014. Ahmadi Wittaya Mulniti receives official letter from Minister of National Education affair and allowance to Mufeed Wasohas the officer of Ahmadi Wittaya Mulniti.⁴⁵

⁴⁵Look at documentation transcript number:09/D/13-II/2020

2. Vision, Mission and Goal of the School

a. Vision of Ahmadi Wittaya Mulniti Maelan Pattani Thailand

“Producing youths generation who have virtuous, righteous, courteous and intellectuals as well as useful to religion, nation and state”.

b. Mission of Ahmadi Wittaya Mulniti Maelan Pattani Thailand

- 1) To cultivate and spread Islamic religious preaching for students and societies' courteousness.
- 2) To develop Islamic Science and Academic.
- 3) To produce responsible students for societies and nation
- 4) To characterize students' concern toward one another in daily life.
- 5) To provide the opportunity for students in applying knowledge in societies.

c. The Goals of Ahmadi Wittaya Mulniti Maelan Pattani Thailand

- 1) To encourage youths generation and lay people to study Religion, academic and Vocational.
- 2) To provide support and assistance to orphans and the poor in order to learn sustainably.
- 3) To encourage and finance the Muslim students who excelled, but lack of funds for school.
- 4) To encourage the creation of science and dedication center in the field of education for societies.
- 6) To carry out the activities that are beneficial to societies.

7) That all the activities are not mixed with politics.⁴⁶

3. The Geographical Location of Ahmadi Wittya Mulniti Maelan Pattani

Thailand

Ahmadi Wittya Mulniti Maelan Pattani Thailand at:

No. : 32 area 06

Sub-district : Muangtia

District : Maelan

Province : Pattani

Country : Thailand

Post code : 94180

Ahmadi Wittaya Mulniti is located in the vicinity of Pattani dam and on both sides of the road from Mokmawi to either Wang kwang Pattani .⁴⁷

4. Extracurricular

In this school, there are many extracurricular such as memorizing the holy Qur'an, language fair, speech, sport club, cooking club, and vocalizing. The students can choose the extracurricular which appropriate with their interest.

⁴⁶Look at documentation transcript number: 11/D/13-II/2020

⁴⁷Look at documentation transcript number: 10/D/13-II/2020

5. School Organization Structure of Ahmadi Wittaya Mulniti

The organization structure of Ahmadi Wittaya Mulniti can be seen in this following table:⁴⁸

No	Name	Position
1.	Ahmad Fauzi Wasoh	Foundation Manager
2.	Nimaso Wadeng	Headmaster
3.	Mufeed Wasoh	Manager
4.	Abdul Asi Buanae	Treasurer
5.	Rohimah Kasa	Human Resources Department
6.	M.Rozee Maseng	Administration Staff
7.	Moh.Asree Cekteh	Student Welfare Department
8.	Patimoh Samae	Religious Department
9.	Ropiah Song	Academic Department

Table 4.1

Organization structure of Ahmadi Wittaya Mulniti

⁴⁸Look at documentation transcript number: 12/D/13-II/2020

6. Teacher and Students Data of Ahmadi Wittaya Mulniti

a. The number of religious teachers:

No	Gender	Number
1	Male	10
2	Female	7

Table 4.2

The number of religious teachers of Ahmadi Wittaya Mulniti

b. The number of academic teachers:

No	Gender	Number
1	Male	6
2	Female	9

Table 4.3

The number of academic teachers of Ahmadi Wittaya Mulniti

c. The number of religious students:

No	Marhalah	Number
1	Ibtida'i	125
2	Mutawasith	27
3	Tsanawi	242

Table 4.4

The number of religious students of Ahmadi Wittaya Mulniti

d. The number of academic students:⁴⁹

No	Class	Number
1	Junior high school	131
2	Senior high school	107

Table 4.5

The number academic students of Ahmadi Wittaya Mulniti

7. Facilities and Infrastructure of Ahmadi Wittaya Mulniti Maelan Pattani Thailand

To support the quality of education and explore education or strategies for students in Ahmadi Wittaya Mulniti it is needed the existence of educate education of facilities.

As for facilities and Infrastructure in Ahmadi Wittaya Muliti is presented in the form of table. It is conducted to make the effective data⁵⁰

No	Facilities and Infrastructure	Number
1	Classroom	9
2	Administration room	1
3	Official room	1
	Computer lab	1
5	Religious teacher office	2
6	Academic teacher office	2
7	School bank	1

⁴⁹ Look at documentation transcript number: 13/D/13-II/2020

⁵⁰ Look at documentation transcript number: 14/D/13-II/2020

8	Laboratory	1
9	Library	1
10	Meeting room	1
11	Mosques	1
12	Football field	2
13	School garden	1
1	Toilet	6
15	Educational television	3
16	Laptop	2
17	Computers	25
18	Tablet PC	39
19	LCD Projector	1
20	Internet wifi	2

Table 4.6

Facilities and infrastructure of Ahmadi Wittaya Mulniti

B. Data Description

Data description was collected from interview, observation and documentation. For collecting the specific data, the researcher conducted the interview on January 01, 2020 until March 30, 2020

The specific data that have been collected are analyzed through data reduction, data display and conclusion of teacher's strategies on teaching speaking skill. After conducting the interview and observation, the researcher got the result as follows:

1. Games Strategies in Increasing Students' Motivation in Learning English Speaking Skill at Seventh Grade of Ahmadi Wittaya Mulniti MaelanPattani Thailand

Speaking is the most important skill and mastery of speaking skills in English is important for second. But, in real learning process, most of students still passive in every conversation or discussion in speaking lesson. They feel shy and afraid to answer the questions from the teacher. They feel unconfident to speak English, and don't have high motivation in every speaking activity. Researcher found in the interview with Mrs. Noor-aneesah as a one of English teacher in Ahmadi Wittaya Mulniti

Mrs. Nooraneesah said:

“Most of the students are less confident and they are shy when they want to speak English, they less interested in speaking lesson and less vocabulary that make they afraid to speak English and they are still difficult to use their pronounce correctly.”⁵¹

Based on the statement above, the English teacher have to be creative when teaching so the students will be enjoy in learning speaking so the learning will run well. A strategy is main factor that influence in the teaching learning process. A good teacher always improves an effective strategy of teaching.

Mrs. Nooraneesah says that: “Most of students find difficult in speaking skill, less confident to speaking English. They feel limit about vocabulary and they

⁵¹ Look at interview transcript number: 01/I/16-I/2020

less motivation in learning English especially in speaking, so I use game strategy in teaching speaking. This is the most effective strategy to increase students' motivation in speaking English.”

Based on the observation, the researcher found some games applied by the teacher in teaching English speaking skill at Ahmadi Wittaya Mulniti Maelan Pattani Thailand.

a. Role play

Getting students to talk about their feelings is not always easy. Students need to be given permission to play and explore. Role play can help the students with personal problem. It allows students to spontaneous by releasing creative energy. Role play is a technique that involves students taking on a role and crying out a discussion with each person playing their role. Role play is an activity in learning process which is the students should not be worry, because in this role play activity, the real situation of life will be create. Role play clearly promotes effective interpersonal relations and social transactions among participants.

Mrs. Nooraneesah Dueramae said:

“The teacher choose to use the strategy because if the strategy was implemented in the upper class everything could be done well, be more creative and effective and only with a simple guide the students will understand. But at the seventh grade role play is running not as good and effective at the upper class. By using this strategy all students are

required to be active and brave to speak and inevitably they must take a role in the play.”⁵²

It means that the students could be easier to understand the material. Furthermore, by using role play it can also increase students’ motivation in learning English speaking skill.

Sawaree Doloh as a student at the seventh grade of AhmadiWittaya Mulniti state that:

“I felt more enthusiastic, enjoyed and happy in learning speaking using role play, because I can work together with my friends and share my knowledge based on role play activity. With this strategy make me more enjoy and easy to understand the material.”⁵³

Based on the statement above, it supports the statement of Mrs. Nooraneesah Dueramae that the students had more activeness and feel enjoy in learning speaking.

Based on the observation of the researcher on Sunday, January, 5th 2020, in class VII taught by Mrs. Nooraneesah Dueramae, the researcher found some data related with the teacher’s strategy in teaching speaking, especially in class VII. Class VII consists of 18 students, all of whom are female. On the day, the material is given instruction. At the beginning of learning as usual, the

⁵²Look at interview transcript number: 01/I/16-I/2020

⁵³Look at interview transcript number: 02/I/5-I/2020

teacher gives greetings, gives attendance to the students, asked about the material that was learned last week. Today will be continued by greeting, giving instruction, and asking permission.

The teacher starts learning process by showing the picture about hotel, guest house then the teachers play video about the dialogue between receptionist and guest. Today the teachers using partner techniques. The teacher gave the worksheet about the dialogue that play in the video before then the ensure students master the vocabulary related to the material. Then the teacher asked the students to find the meaning of vocabulary. The teacher play video 3 times and asked the students to imitate, then that the teacher asked the students to practice with their friends. After student had been practice the dialogue, the teacher determined pair randomly to come forward to play role in front of the class.

After this activity done, the teacher conducted students in mentioning vocabulary related in worksheet. As closing activity the teacher gave evaluation by question and answer section to reflect students had learning during the learning process. Every student was given scoring about their skill or ability and given scoring about their result. The teacher motivated students to study regularly. After that the teacher ends the learning process by prayer.⁵⁴

Based on the observation of researcher on Sunday, January, 26th 2020, in class VII taught by Mrs. Nooraneesah Dueramae. On the day, the material is giving instruction. At the beginning of learning as usual, the teacher gives greetings, gives attendance to the students, asked about the material that was

⁵⁴Look at observation transcript number: 05/O/ 5-I/2020

learned last week. Today will be continued by greeting, giving instruction, and asking permission.

The teacher starts learning process by showing the picture about the restaurant then, the teachers play video about the dialogue between waiter and customer. Today the teachers using team role-playing techniques. The teacher divided the students into 4 groups. Each group consists of 4 students. After that, the teacher gave the worksheet about the dialogue that play in the video before then the ensure students master the vocabulary related to the material. Then the teacher asked the students to find the meaning of vocabulary. The teacher play video 5 times and asked the students to imitate, then that the teacher asked the students to practice with their group. After student had been practice the dialogue, the teacher determined pair randomly to come forward to play role in front of the class.

After this activity done, the teacher conducted students in mentioning vocabulary related in worksheet. As closing activity the teacher gave evaluation by question and answer section to reflect students had learning during the learning process. Every student was given scoring about their skill or ability and given scoring about their result. The teacher motivated students to study regularly. After that the teacher ends the learning process by prayer.⁵⁵

b. Find someone who

It is kind of individual game. This is a good activity to do with students at the beginning of a course. It provides a quick way for students to

⁵⁵ Look at observation transcript number: 08/O/ 26-I/2020

connect with one another and helps them overcome initial shyness and a new situation. The teacher was applied to find someone who came to observe classmate physical appearance?

Based on observation of researcher on Sunday, January, 19th2019, in class VII taught by Mrs. Nooraneesah Dueramae. On the day, the material is about people appearance. The teacher began with greetings, and the students answered it. After greeting, the teacher asked and repeated the material that has been given before. The teacher gave worksheet to the students.

Before starting the lesson, the teacher gives an example of people appearance pictures using flashcard. In this part the teacher recites the people appearance and the students are listening.

The teacher gave the detail example about name of transportation. After giving ten example vocabulary of people appearance to the students, the teacher asks them to practice. In practicing the teacher starts with reciting the vocabulary of physical appearance by showing the picture and asks the question *what she/he look like*, and *he is.....*, students listen. Then the teacher asks the students to repeat what the teacher says. The teacher repeats this activity and the students impersonate. The simple subject used in this part the vocabularies related physical appearance as follows:

- 1) She is tall
- 2) He has a big eyes
- 3) etc.

After that, the teacher explained to the students how to play game find someone who. The teacher gave 5 minutes to explore this game. After the games have done the teacher asks the students to come forward and present their result in front of the class. As closing activity, the teacher gave evaluation by question and answer session to reflect students had learning during the learning process. Every student was given evaluation about their activity. The teacher motivated students to always study regularly. After that, the teacher ends the today with learning process by prayer.⁵⁶

According to the activities, this game is effective to increase students' motivation in learning speaking because they just present and speak out the information from this activity.

Nurwahida Song as a student at the seventh grade of Ahmadi Wittaya Mulniti said:

“According to me, I get advantages of find someone who uses by teacher. I have more fun and enjoy in learning English speaking, because I just speak out the information that I get in find someone who activity.”⁵⁷

Based on statement above, It can conclude with find someone who game students felt more fun and enjoy in learning speaking because they just speak out the information that they get in find someone who activity that the teacher had implemented.

⁵⁶Look at observation transcript number: 06/O/ 19-I/2020

⁵⁷Look at interview transcript number: 03/I/19-I/2020

c. Pass the balls

Other game was applied by the teacher is pass the ball. It is an incredibly fun classroom game that can be used with any lesson and any target language. The teacher used this game to ask about the students' daily activity.

Based on observation of researcher on Tuesday, January, 21st 2020, in class VII taught by Mrs. Nooraneesa hDueramae. Usually on Tuesday the teacher repeated the lesson that students have learn before. On that day the teacher will be repeated telling time lesson. At the beginning of learning as usual, the teacher began with greetings, gives attendance to the students.

Before start learning the teacher asked the students to sit in a circle and explained to them how to play pass the ball game. The teacher gave 15 minute for implement this game. The teacher start game by play music when the music stop the students who holding the ball must teacher questions about daily activity as follows:

- 1) What time do you get up?
- 2) What time do you go to school?
- 3) What time do you do homework?
- 4) etc.

After that, the teacher asks the students individually to write their daily activity start from get up until sleep. Then the teacher asks randomly

students to mention their daily activity in front of the class. As closing activity the teacher gave evaluation by question and answer section to reflect students had learning during the learning process. Every student was given evaluation about their ability. Motivate students to always study regularly. After that, the teacher ends today learning process by prayer.⁵⁸

Sainab Tokneng as student at the seventh grade of Ahmadi Wittaya Mulniti state:

“By pass the ball game I have more fun, exciting, and I feel more interest to learn English.”⁵⁹

It means that students felt more fun, exciting, and more interest to learn English. Based on statement above, it can conclude that find someone who game is increase students' motivation in learning English speaking skill, because with that game felt more interest to learn English.

2. Factors Supporting the Successful Implementation Of Games Strategies In Increasing Students' Motivation In Learning English Speaking Skill at Seventh Grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand

The strategies used by teacher will depend on the skills or information the teacher would like to convey to their students. Efficient teaching methods are essential tools that can help students achieve success in the classroom. Each student has a different personality and learning abilities. There are several factors

⁵⁸Look at observation transcript number: 07/O/ 21-I/2020

⁵⁹Look at interview transcript number:04/I/21-I/2020

that teacher must consider when choosing a teaching methods for students. Some determining factors for selecting a teaching strategy include the students' interest and background knowledge, as well as their environment and learning abilities.

There are several factors that determine the successful implementation of games strategies in increasing students' motivation in learning English speaking skill at seventh grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand:

a. Student Learning Style

Every student must have their own learning style that is different from one student to another. A teacher must know the learning style of the student who are taught so that teacher can determine the right way to deliver the material so that the material can be conveyed well and can be accepted by students well too. There are many kinds of learning styles that are possessed by students, even if it is possible one student has two or more learning styles.

Mrs. Nooraneesah said that:

“The teacher must know the learning style of student. Because the students' learning style is related how to the teacher will deliver the material. There some students who are very active in learning, some are very active in playing, some are very talkative and some are quite. But seventh grade most of student very active in playing,

there are only 2 students who are very active in learning so that it will affect the condition of the class.”⁶⁰

From Mrs. Nooraneesah’s statement above shows that, active students dominate in the class even though there are only two students. The majority of students in seventh grade have kinesthetic styles, namely students are able to learn to move actively, cannot be quite for a long time, and have a short concentration. Students are able to receive the material by seeing, hearing, and practicing directly when they are really focused.

b. School Infrastructure

School infrastructure is one of the factors that support teaching and learning activities in schools. With the existence of complete infrastructure, it will greatly support the implementation of teaching and learning activities well. Examples of facilities in school include: library, laboratory, projector screens, etc. For example, there are teachers who always use LCD projectors in learning process. But some classes the LCD projector has not been installed, so with this, the learning will not run well according to the teacher’s plan.

Mrs. Nooraneesah said that:

“When teaching, I always use LCD projector to attract the students’ attention so the students are more enjoy and easily focused.

⁶⁰Look at observation transcript number: 01/I/ 16-I/2020

Fortunately, in class VII an LCD projector has been installed. So that makes it easier for me to teach and facilitate students in accepting subject matter.”⁶¹

From Mrs. Nooraneesah statement above shows that infrastructure facilities really important in the teaching learning process. With the presence of LCD projectors, teachers will be easier to deliver the material to students, while students will be more interested in participating in teaching and learning activities.

c. Classroom Management

Knowing the conditions of students is very important to organize an appropriate classroom management and meaningful environment to help them understand, more feel comfortable and focus on the information that the teacher gives and also for develop their appropriate activities especially in speaking class.

Mrs. Nooraneesah said that:

“Before start the lesson I always make a preparation like prepare the material and manage classroom. I think classroom management is very important in teaching speaking because a good

⁶¹Look at interview transcript number: 01/I/16-I/2020

management class is support environment of the class and students easy to understand the material.”⁶²

From Mrs. Nooraneesah statement above show that classroom management is very important in teaching learning process. With good classroom environment students feel enjoy and easy to understand the material.



⁶²Look at observation transcript number: 01/I/ 16-I/2020

CHAPTER V

DISCUSSION

In this chapter, the researcher explains the result of this thesis which is conducted at Ahmadi Wittaya Mulniti Maelan Pattani Thailand. The discussion gives the explanation for the research problem which has been stated in Chapter I as follow:

A. Games Strategies in Increasing Students' Motivation in Learning English Speaking Skill at Seventh Grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand

The success or failure of the teacher in teaching speaking is determined by how the teachers' strategy in teaching. It can be said that the strategies that used by teacher in teaching speaking are very influence and helpful for the students and the strategies are very interest to be implemented to improve speaking skill. In teaching speaking, mostly uses games strategies. It can be enjoyable experience for both teacher and student.

All of the strategies in teaching learning process, especially in teaching speaking at seventh grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand are explained as follow:

1. Role Play

Getting students to talk about their feelings is not always easy. Students need to be given permission to play and explore. Role play can help the students with personal problem. It allows students to spontaneous by releasing creative

energy. Role play is a technique that involves students taking on a role and carrying out a discussion with each person playing their role. Role play is an activity in the learning process which is the students should not be worried, because in this role play activity, the real situation of life will be created. Role play clearly promotes effective interpersonal relations and social transactions among participants.

Role play activities are those where students are asked to imagine that they are in a different situation and act. For example, students role play being a guest at a party, travel agents answering customer questions or participants in a public meeting. The students decide who is who in each group.⁶³ But for the selection of group members it is usually determined by the teacher because if students choose their members, students will certainly choose to group with students who are active and have high learning motivation. Students who have high learning motivation will be more enthusiastic and students who have low learning motivation will feel increasingly insecure. Therefore, the teacher must divide the group members equally consisting of students between students with high learning motivation and low learning motivation.

Role-playing clearly promotes effective interpersonal relations and social transactions among participants. Role play can increase students' motivation in learning English speaking skills in any situation, and help students to interact. In addition, it is fun and most students will agree that enjoyment leads to better learning. From that explanation above, the researcher views that role play is a strategy which involves fun and enjoyment. The researcher observes students who take lessons more comfortably, happily, and actively in the learning process. Some

⁶³Jeremy Harmer, *How to teach English*, (Cambridge: Cambridge University Press, 2001), 92.

students who are usually silent and pay attention to learning materials become more active in speaking. While students who are usually passive and rarely speak in learning activities, inevitably students must speak because students must get the same role. There are steps in the procedure, such as:

- a) The teacher arranges or prepares scenario that will be performed by the students. This scenario is important for the students to know the situation of their roles.
- b) The teacher appoints some students to learn about the scenario several days before teaching and learning activity. Giving time for the students is useful to have them good preparation for acting.
- c) The teacher makes groups of students consists of five people per group. The teacher has to makes group in variant member due to their ability of speaking. So, the smart student is combined with low student.
- d) The teacher explains about competence will be achieved. The teacher enlightens the students that from their performance, they will know some expression of giving opinions and it response, and making and declining and invitation.
- e) The teacher calls a group of students who have been chosen to play prepared scenario. On the other hand, the teacher chooses the group to perform.
- f) Each student in his/her group observes scenario being performed.

- g) After finishing the performance, each student is given work sheet for discussing each group performance.
- h) Every group which has performed gives conclusion about what scenario has been performed.
- i) The teacher gives general conclusion. That is about the material that has been done by the students in their role play.
- j) Evaluation. It is held by test to know their understanding in the material.
- k) Closing

2. Find Someone Who

It is kind of individual game. This is a good activity to do with students at the beginning of a course. It provides a quick way for students to connect with one another and helps them overcome initial shyness in a new situation. However, role play can be a quite simple brief to organize. Find someone who is a technique that involves learners trying to find someone in the classroom who matches a description.

This is a very versatile activity, which can be adapted to almost any language aim. For example, learners can practice multi-word verbs ('Find someone who has fallen out with their partner') or character vocabulary ('Find someone who is a lone wolf').

Find someone who is effective to increase students' motivation in learning speaking because they just present and speak out the information from

this activity. In addition, it is fun and most learners will agree that enjoyment lead to better learning. From that explanation above, the researcher conclude that find someone who is a game which involve fun, enjoyable and can increase students' motivation in learning speaking. There are steps in the procedure, such as:

- e) The teacher gave the worksheet and explained to the students to walk around the room and find how their friends come to school? with that form provide.
- f) When the students find someone, they are write the name and fill in the blank provide.
- g) The teacher asked the students to return to their seat.
- h) The teacher asked the students to present their worksheet from game find someone who.

3. Pass the balls

Pass the ball is an incredibility fun classroom game that can be used with any lesson and any target language. This game is a really simply classroom game. While the music plays, students pass the ball around the class. To include all student make the whole class the teacher must ask the question, and the student holding the ball should answer. For example, if the lesson about daily activity, the teacher can ask 'What time do you (get up)?' and the student with the ball can answer 'I get up at.....'. A simple way the teacher to incorporate this game into the lesson is use flashcards. When the music stops, show the

flashcards to the student with the ball and ask them to make a sentence using the target language.⁶⁴

Pass the ball game clearly promotes effective interpersonal relations and social transactions among participants. This game can improve learners' speaking skills. Pass the ball helps the students be brave to speak out. In addition, it is fun and most of students enjoy in learning. The researcher observes students who take lessons more comfortable, happy and active in the learning process. They are steps in the procedure, such as:

- a) The teachers and students sit in a circle.
- b) The teacher simply played the video in the class
- c) The teacher asked the students to pass a ball when the music starts.
- d) The students holding the ball must answer the teacher's question.

Teacher can prepare simple flashcards to show the student, or can just ask the students a question.

B. Factor Supporting the Successful Implementation of Games Strategies in Increasing Students' Motivation at Seventh Grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand

The choice of strategy in teaching speaking skills needs to consider many things, because not all learning strategies will be suitable if used in teaching and a strategy also have different effects if implemented in the class.

⁶⁴<https://games4esl.com/pass-the-ball/> Accessed on March 25, 2020 at 20.05

There are several factors that supporting the successful implementation of games strategies in increasing students' motivation in learning English speaking skill at the seventh grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand, including:

1. Students Learning Style

The first factor that becomes the teachers' consideration in determining learning strategies is the learning style of the students. The teacher must understand the students' learning style she teach so that she is not mistaken in delivering material to students. For example, if the majority of class have a kinesthetic learning style, then it is not possible for the teacher to invite students to outdoor activity learning because students who have kinesthetic learning style are very active and difficult to control them.

2. School Infrastructure

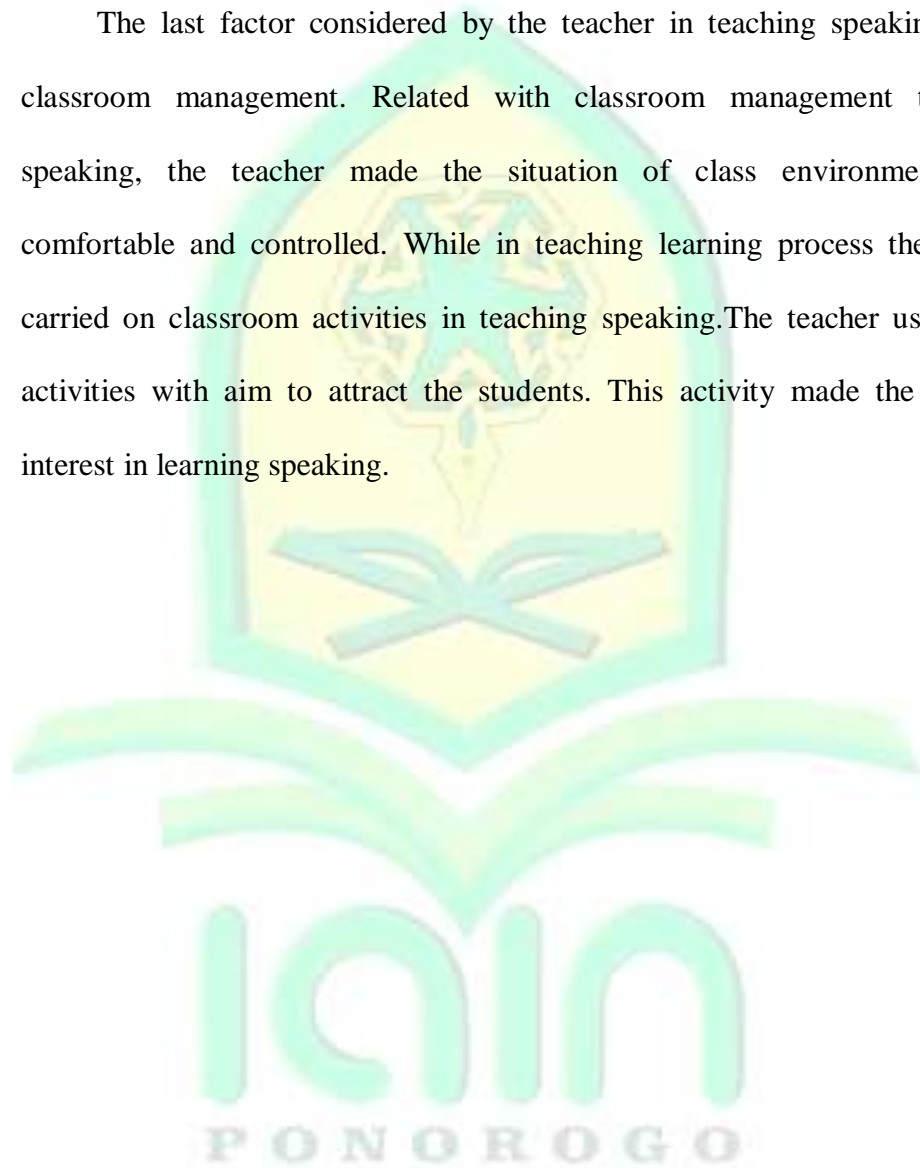
The second factor considered by the teacher in teaching speaking is the school infrastructure. The more complete the infrastructure provided by the school, the teaching and learning activities will also be more maximal. Infrastructure facilities that support the process of teaching and learning activities include language laboratories, labs, libraries, LCD projectors, comfortable classroom and complete class facilities.

For example, teachers who teach use LCD and loudspeakers. But in turns out that in certain classes there is a LCD projector not installed, so it will make teaching learning process hampered because the teacher must change all the learning plans that have been well prepared. Therefore, the teacher must

pay attention to the strategies that will be used in teaching and adjusting to the infrastructure provided by the school so that it does not cause a delay in the process of teaching and learning activities.

3. Classroom Management

The last factor considered by the teacher in teaching speaking is the classroom management. Related with classroom management to teach speaking, the teacher made the situation of class environment more comfortable and controlled. While in teaching learning process the teacher carried on classroom activities in teaching speaking. The teacher used game activities with aim to attract the students. This activity made the students interest in learning speaking.



CHAPTER VI

CLOSING

In this chapter, the researcher gives some conclusion and suggestions from the data that have analyzed. The conclusions and suggestions are:

A. Conclusion

After having discussion in the previous chapter, the researcher summaries about the result of the discussion based on the statement of the problem follows:

1. English teacher in Ahmadi Wittaya Mulniti Maelan Pattani Thailand use various of games to increase students' motivation in learning English speaking skills, because this is the main goal in learning English, which is to use English in everyday life. Some of the games used by English teacher in Ahmadi Wittaya Mulniti Maelan Pattani Thailand to increase students' motivation in learning English speaking skills are role play, find someone who, and pass the ball. Those game were applied by teacher because they are suitable to be applied in seventh grade of Ahmadi Wittaya Mulniti Maelan Pattani Thailand.
2. There are several factors supporting the successful the implementation of games strategies. These factors include, the first is students learning style, because each student has a different style and needs different attitudes. The second factor is infrastructure schools, because without infrastructure the school learning activities will also not run optimally. The last factor is classroom management, because with good classroom environment students feel enjoy and easy to understand the material.

B. Suggestions

From the result of this study, the researcher would like to give some suggestion, as follows:

1. For the teacher

Teachers are suggested to select the appropriate teaching strategies and create various strategies in teaching speaking to be implemented, therefore the teaching goals could be achieved. Teacher as a facilitator in teaching and learning activity should improve students' speaking skill used various strategies to make students fun and enjoy in teaching learning process.

2. For the students

Students are suggested to give the participation by keeping students' spirit in attending classroom in which team teaching is implemented to present material.

3. For the reader

The researcher hopes this research can benefit for the readers in increasing their knowledge about games strategies in increasing students' motivation in learning English speaking skill and as the references for the next research.

4. For other researcher

The next researcher who wants to conduct the similar should understand the problem deeply for better research. The next research may conduct this research

on different level. And also the next researchers were suggested to conduct research about the teacher strategy in teaching speaking skill.



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