



ผลของการสอนพูดภาษาอังกฤษโดยการใช้กิจกรรมเกมส์ดิจิทัลที่มีต่อความสามารถในการพูด
ภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษา

EFFECTS OF ENGLISH SPEAKING INSTRUCTION USING DIGITAL GAME ACTIVITIES ON ENGLISH
SPEAKING ABILITY OF THAI SECONDARY STUDENTS

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การวิจัยนี้มีจุดประสงค์เพื่อ 1) ศึกษาผลของการสอนพูดภาษาอังกฤษโดยการใช้กิจกรรมเกมส์ดิจิทัลที่มีต่อความสามารถในการพูดภาษาอังกฤษของนักเรียนระดับชั้นมัธยมศึกษาตอนต้น 2) ศึกษาความคิดเห็นต่อการสอนพูดภาษาอังกฤษโดยการใช้เกมส์ดิจิทัล กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 3 โรงเรียนดาวสารสุนทร ศรีราชา จำนวน 30 คน ที่ลงทะเบียนเรียนวิชาการสอนพูดภาษาอังกฤษโดยการใช้กิจกรรมเกมส์ดิจิทัลเป็นวิชาเสริม ภาคการเรียนฤดูร้อน ปีการศึกษา 2558 การทดลองใช้เวลาทั้งสิ้น 12 สัปดาห์ การเก็บข้อมูลใช้การรวมเชิงคุณภาพและปริมาณ สิทธิที่ใช้ในการวิเคราะห์ความแตกต่างระหว่างความสามารถในการพูดภาษาอังกฤษก่อนและหลังการทดลองคือ สิทธิทดสอบค่าที่ สำหรับข้อมูลเชิงคุณภาพใช้สิทธิเชิงพรรณนาและนำเสนอในรูปแบบของความถี่และร้อยละ

ผลการวิจัยพบว่า 1) คะแนนเฉลี่ยการพูดภาษาอังกฤษก่อนและหลังการทดลองของกลุ่มตัวอย่างมีความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 2) ผู้เรียนมีความคิดเห็นเชิงบวกต่อการเรียนผ่านการสอนพูดภาษาอังกฤษโดยการใช้กิจกรรมเกมส์ดิจิทัล โดยนักเรียนเห็นว่าการเรียนผ่านการสอนพูดภาษาอังกฤษโดยการใช้กิจกรรมเกมส์ดิจิทัลนั้น นอกจากจะทำให้นักเรียนนั้นเกิดความสนใจและสนุกสนานกับการเรียนมากขึ้นแล้ว นักเรียนยังสามารถนำความรู้ที่ได้จากการเรียนในห้องเรียนไปปรับใช้ในชีวิตประจำวันได้อีกด้วยเนื่องจากผู้เรียนได้พัฒนาทักษะในการพูดภาษาอังกฤษ และเรียนรู้คำศัพท์และไวยากรณ์มากขึ้น อย่างไรก็ตี ผู้เรียนบางคนมีความเห็นว่าสับปัญหาในการเรียนอยู่บ้าง กล่าวคือ การเรียนการสอนในห้องเรียนนั้นใช้ภาษาอังกฤษเป็นสื่อกลางในการสอนและพูดคุย รวมถึงเวลาในการทำแบบฝึกหัดไม่เพียงพอ

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**อาจารย์ประจำสาขาวิชาเทคโนโลยีและสื่อการศึกษา ภาควิชาเทคโนโลยีและสื่อการศึกษา
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Abstract

The objectives of this study were 1) to investigate the effects of English speaking Instruction Using Digital Game Activities of Thai secondary students, and 2) to explore students' opinions towards English speaking Instruction Using Digital Game Activities. The samples were 30 Grade 9 students at Darasamut Sriracha School. They were enrolled in English speaking Instruction Using Digital Game Activities as an intensive course during the summer session in academic year 2015. The experiment lasted 12 weeks. The data were collected quantitatively and qualitatively. A within-group paired-sample t-test was used to investigate the differences between the mean scores from the pre and post English speaking ability test. The qualitative data were analyzed by using descriptive statistics and shown in frequency and percentage.

The findings of the study revealed that 1) there was a significant difference in students' mean scores on English speaking ability before and after the students' participation in English speaking Instruction Using Digital Game Activities at the significant level of .05 and 2) students had positive opinions towards the English speaking Instruction Using Digital Game Activities. They said that this course was interesting and they could transfer the knowledge gained in the class to use in real life. In terms of the limitations, students said that they had problems with language use in the class and time allocation.

คำสำคัญ: การสอนพูดภาษาอังกฤษ / ความสามารถในการพูดภาษาอังกฤษ / กิจกรรมเกมส์ดิจิทัล

KEYWORDS: ENGLISH SPEAKING INSTRUCTION / ENGLISH SPEAKING ABILITY / DIGITAL GAME ACTIVITIES

Introduction

In the era of globalization, English is considered as a vital role in communication. Thai people use English as a main foreign language in order to communicate with the foreigners. They use English in tourism, education, and international affairs. English encourages us to internationally get in touch with new technology and advanced knowledge in the globalized world (Broughton, 1997). Since the economic growth's demands have increased, well-trained students are needed in order to ensure the success of economy. Being proficient in English can be one of the important requirements for the future's achievement as Thai educational system has made many efforts to improve English proficiency of Thai's learners. On the other hand, it is found that the English proficiency level is lower than other developing countries such as Malaysia, Singapore and Philippines (Khamkhien, 2010; Prapphal, 2004; Wiriachitra, 2001).

According to the studies of Maskhao (2002) and Siritanarath (2007), it was found that most students in Thailand did not have much chance to speak English in their English classroom because the teachers did not provide enough speaking activities as they focused on grammar, vocabulary, and reading from the textbooks. Students were mostly passive learners as they just sat and listened to their teacher spoke without having any practices. However, digital games could encourage students to communicate interactively among themselves. Digital games also provided students more chances to express their opinions and ideas. They promoted the collaborative learning environments as learners shared

information to one another (Felicia, 2009). Another problem is that the students were too shy to speak English with the teachers and classmates because of the interference from their Thai mother tongue (Jaiyai et al., 2005). Digital games had an emotional effect on learners by increasing the self-esteem and engaged them into many social activities (Felicia, 2009). Lastly, it was found that most students were poorly-motivated and lacked of focusing on their own English studies or the English lessons which the teacher was going to teach (Jaiyai et al., 2005). Therefore, digital games provided the abilities to motivate and engage learners because digital games were included with auditorial and visual stimulation which made students enjoy and immerse into a game environment (Felicia, 2009).

In language classroom, digital games could provide an opportunity to develop learners' skills and engaged them to be more effective in their study of English language (Squire, 2007). Games also developed authentic digital environment and improve learners' motivation, levels of participation, and interaction between computers and users (Jenkins, 2006; Panteli & Chiasson, 2008) so that their ability and confidence would be improved not only making them be more eager to take part in the activities, but also enhancing their confidence in every kind of English interaction (Wu et al., 2011). Especially in English speaking classes, game activities could provide opportunities for students to speak and engaged them to speak more with a feeling of wanting to express themselves while involving in playing the games (Dwiyantii, 2009). This could positively affect the learners' interest and motivation to increase their English speaking ability (Chandra, 2008).

The advantages of adopting digital game for language learning had shone the light on the potential for learning and retaining knowledge, keeping learners' interest, having confidence to speak English, and getting involved with the lesson actively.

In sum, this research would investigate English speaking instruction with the use of digital game activities to improve English speaking ability. In addition, this research would also investigate the student's opinions towards the use of digital game activities to improve English speaking ability.

Objectives

The objectives of the study were 1) to investigate the effects of English Speaking Instruction Using Digital Game Activities on English speaking ability of Thai secondary students and 2) to explore the opinions of Thai secondary students towards English Speaking Instruction Using Digital Games Activities.

Methodology

Research Design

This study was designed to be a single group experimental research using pretest and posttest to measure the effects of the treatment. Therefore, students' English speaking ability was measured both before and after the treatment. The independent variable referred to the English Speaking Instruction Using Digital Game Activities. The dependent

variables referred to students' English speaking ability and students' opinions towards English Speaking Instruction Using Digital Game Activities.

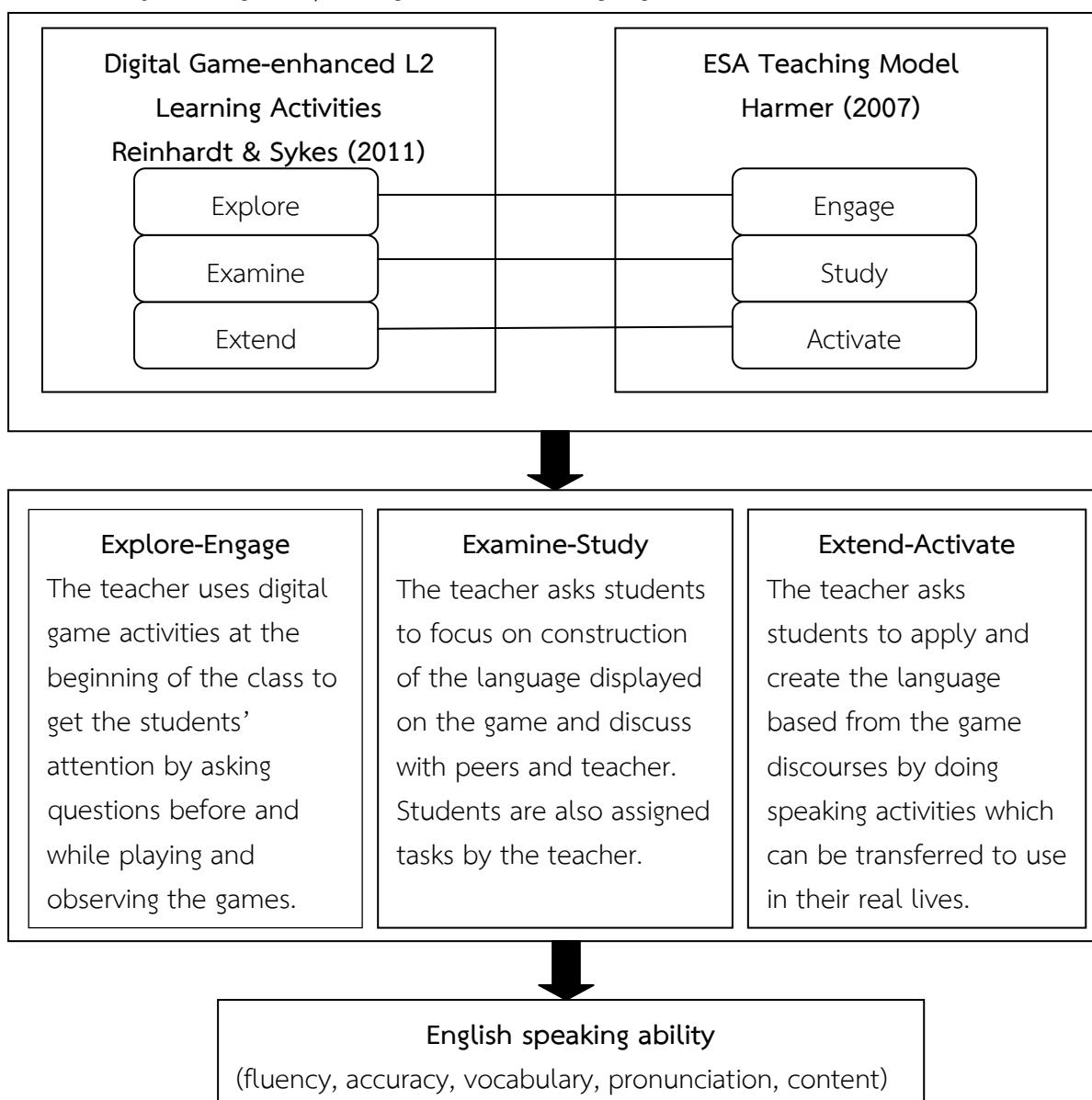
Population and Participants

The population was grade 9 students at Darasamutr Sriracha School in Chonburi, Thailand. The sampling technique of this current study was convenient and voluntary sampling. The participant students of the experiment were 30 students in grade 9 who enrolled English Speaking Instruction Using Digital Game Activities as an intensive course during the summer session in the academic year 2015.

Conceptual Framework

Figure 1

Framework of the English Speaking Instruction Using Digital Game Activities



Research Instruments

Three instruments which included in this study were 1) lesson plan 2) English speaking ability test and 3) students' opinions questionnaire.

The first instrument was a lesson plan which was designed to teach English speaking by using digital game activities to enhance students' English speaking ability. The learning activities in the lesson plan were designed according to two instructional models which were the Digital Game-enhanced L2 Learning Activities from Reinhardt & Sykes (2011) which was Explore, Examine and Extend, integrated with the ESA Teaching Model from Harmer (2007) which was Engage, Study, and Activate. This course was set for 10 lesson plans and lasted 10 weeks. Each class spent 90 minutes and was divided into 3 phases: Explore-Engage, Examine-Study and Extend-Activate.

In the first step, Explore-Engage, the teacher got students' attention and involved them into the content with the use of digital games at the beginning of the class. Then, the teacher discussed with the students to let them make the predictions about what they were going to learn today. After that, students played digital games with their partners and they had to help each other complete the directions which were given in the games within 30 minutes. While they were playing games, the teacher asked them to observe how to pass each level and what they had seen in the game content. Students also had to remember vocabulary and what other elements they had seen in the games by making notes.

In the second step, Examine-Study, the teacher asked students focus on language elements displayed in the game and in the tasks given in the class. Students could be asked to work in groups or pairs in order to practice speaking, learn new vocabulary and grammatical items. If students could not remember vocabulary or some language elements displayed in the games, they were allowed to play the games again to recall their memory. Students could be asked to practice speaking English with their friends while or after doing the tasks in order to have an opportunity to improve their English speaking ability. Students would also learn vocabulary, grammar, and English situational communication through the assigned tasks which based on the game discourse that they had played and noticed from the games.

In the last step, Extend-Activate, the teacher assigned students to apply and create the target language which was based from the game discourses by having students do some speaking activities which students could transfer them to use in their real lives. Students could also play the games in this step again to see them as a guide to create their ideas and present to the class.

The second instrument was English speaking ability test. This test was adapted from the Test of Spoken English (TSE) validated by Power et al. (1999). The analytic rating scale for assessing English speaking ability (the Ministry of Education of Ecuador, 2012) presented five criteria for English speaking ability test which were fluency, accuracy, vocabulary,

pronunciation and content. All 5 rating scales for each criterion were poor, fair, good, very good and excellent.

The current study used a direct test. Students had to communicate with the examiners. Both pretest and posttest were the same test (parallel test) and the test was consisted of four parts which were Introduction (Introducing Yourself), Telling How to Plant Tomatoes, Telling Description of Thing and Giving Directions to Buy It, and Choose Right Things for Right People. There was no point for Introduction. The total scores for the whole test were 150 points: 50 points for each part of the test. The converted scores were 30 points: 10 points for each part.

The third instrument was students' opinions questionnaire. In the final week after the instruction, students were assigned to do a questionnaire about their opinions towards the English Speaking Instruction Using Digital Game Activities. There were two parts for the questionnaire questions which were adapted from Phisutthangkoon (2012) and Yuangyim (2013). The first part asked about the students' personal data, and the second part was about the students' opinions towards the English Speaking Instruction Using Digital Game Activities. The students were assigned to write in Thai since they could express their feelings and opinions clearer and it was more comprehensible than expressing in English.

Research Procedures

Two phases of the research was conducted which were the preparation of the English Speaking Instruction Using Digital Game Activities and the implement of the English Speaking Instruction Using Digital Game Activities.

Phase I – The preparation of the English Speaking Instruction Using Digital Game Activities

The first step was to study Thailand's core curriculum B.E. 2551 in the foreign language strands. Then, the concepts related to English speaking instruction, English speaking ability, the use of digital games in language classroom and criteria for choosing digital games used in the class. After that, the researcher constructed the 10-week lesson plan, and adapted English speaking ability test and the students' opinions questionnaire for the survey. Later, all research instruments were verified to check for the effectiveness by three experts. The pilot study was conducted with 10 students at Darasamutr Sriracha School who were the different group from the samples. Lastly, the instruments were revised according to the experts' suggestion and the results from the pilot study.

Phase II – The implement of the English Speaking Instruction Using Digital Game Activities

Before starting the instruction, students were asked to do the pretest. They were tested individually with the researcher and another external examiner. They were also recorded as videos recordings. After taking a pretest, the researcher conducted the experiment by using 10-week lesson plan with English speaking activities in the class. All

lessons were separated into three steps. The first step was ‘Explore-Engage.’ The teacher got students’ attention and involved them into the content with the use of digital games at the beginning of the class. Then, the teacher discussed with the students to let them make the predictions about what they were going to learn today. After that, students played digital games with their partners and they had to help each other complete the directions which were given in the games within 30 minutes. While they were playing games, the teacher asked them to observe how to pass each level and what they had seen in the game content. Students also had to remember vocabulary and what other elements they had seen in the games by making notes. The second step was called “Study-Examine.” After the students were experienced with the game, they learnt vocabulary, grammar, and English situational communication as appeared in the games. Later on, the teacher asked students to practice English speaking on the assigned tasks by letting them discuss in groups or with the teacher. The activities focused on specific language elements, cultural context, or tactics to win the game. If the teacher found that some students failed some parts of the game or forgot the content in the game, they could play the game again to recall their memories. The last step was “Activate-Extend.” Students had to perform their English speaking activities which could make them apply and create the target language based on the game discourses. The assignment in this stage let the students use the language freely and transfer them to use in the real life situation. Students could also play the game in this step to see it as a guide to create their ideas and present to the class.

The posttest of the English Speaking Instruction Using Digital Game Activities was the same test as the pretest. The criteria used to assess the students’ English speaking ability were adopted from the analytic rating scale for assessing English speaking ability (the Ministry of Education of Ecuador, 2012). Those criteria were fluency, accuracy, vocabulary, pronunciation and content. The rubric was designed with five rating scales.

After the instruction, the opinions questionnaire was distributed and analyzed to measure the students’ opinions towards the English Speaking Instruction Using Digital Game Activities in Thai version.

Results

The results were divided into two parts which included the effects of English Speaking Instruction Using Digital Game Activities on English speaking ability of grade 9 students and the students’ opinions towards English Speaking Instruction Using Digital Game Activities.

The first question, ‘To what extent does English Speaking Instruction Using Digital Game Activities have effects on English speaking ability of Thai secondary students?’ was measured by English speaking ability test using the analytic rating scale of English speaking ability adopted from the Ministry of Education of Ecuador (2012) with the total scores of 30 points. The criteria were fluency, accuracy, vocabulary, pronunciation and content. The

mean scores, S.D., minimum and maximum values of pretest and posttest of the students' English ability were presented in Table 1.

Table 1

Descriptive statistics of students' English speaking ability test scores

English Speaking Ability Test (Total 30 points)	Min	Max	Mean Scores (\bar{x})	S.D.	t.	df	Sig
Pretest	5.4	19.8	9.71	3.196	-20.188	29	.000*
Posttest	10.2	25.2	15.45	3.606			

*P<.05 n=30

As in the table 1, the total scores of the test were 30 points. For pretest, the minimum scores were 5.4 and the maximum scores were 19.8. The mean scores of the pretest was 9.71 (S.D. = 3.196). After learning through English Speaking Instruction Using Digital Game Activities, the minimum scores were 10.2 and the maximum score were 25.2. The mean scores of the posttest was 15.45 (S.D. = 3.606). There is the difference between the English Speaking Instruction Using Digital Game Activities in pretest and posttest at .05 level (p<.05). In conclusion, the statistics revealed that students gained significantly higher scores in the posttest than those in the pretest after learning through English Speaking Instruction Using Digital Game Activities course.

The scores of English speaking ability test (30 points) were measured by using 5 rating scales. The five rating scales for each criterion were poor (1-2 points), fair (3-4 points), good (5-6 points), very good (7-8 points) and excellent (9-10). This meant that mean scores revealed that students' English speaking ability in the level 'fair' in pretest moved to the level 'good' in posttest.

To see a clear picture of how English speaking ability was evaluated, the scale for assessing English speaking ability (adopted from the Ministry of Education of Ecuador, 2012) which included fluency, accuracy, vocabulary, pronunciation, and content were used to examine the pretest and posttest mean scores, standard deviation and paired-sample t-test of students' English speaking ability as presented in Table 2.

Table 2

Mean scores, standard deviation and paired-sample t-test of students' English speaking ability from pretest and posttest.

English speaking ability	N	Pretest		Posttest		Mean Difference	t	df	Sig. (2-tailed)
		Mean	S.D.	Mean	S.D.				
Fluency	30	3.43	1.330	4.75	1.596	1.32	7.12	29	.000
Accuracy	30	2.83	1.061	4.75	1.472	1.92	9.99	29	.000
Vocabulary	30	2.90	1.093	6.08	1.114	3.18	21.13	29	.000
Pronunciation	30	2.78	0.816	4.77	0.989	1.98	11.10	29	.000
Content	30	3.38	1.297	5.90	1.422	2.51	12.88	29	.000

Ranking from the highest to the lowest mean difference, it could be concluded that students gained the highest mean scores in the aspect of vocabulary (mean difference = 3.18), followed by content (mean difference = 2.51), pronunciation (mean difference = 1.98), accuracy (mean difference = 1.92), and fluency (mean difference = 1.32) respectively.

For the pretest, it seemed that fluency was the highest mean scores of all five criteria. Students could perform their speaking fluently in the pretest. Nevertheless, it revealed that vocabulary was the highest mean difference when compared to the pretest mean score. This meant that students enhanced their English speaking ability in term of vocabulary the most and it was followed by content, pronunciation, accuracy and fluency respectively.

To conclude, English speaking ability in term of vocabulary was enhanced the most of all five criteria. This meant that students' English speaking ability was improved in term of vocabulary. Furthermore, the posttest scores of English speaking ability were significantly higher than the pretest scores. Thus, the first hypothesis was accepted. The research findings supported that the English Speaking Instruction Using Digital Game Activities could enhance English speaking ability at the significant level of 0.05.

The second research question concerned students' opinions towards English Speaking Instruction Using Digital Game Activities. The questionnaire was consisted of 14 question items and 6 open-ended questions. It included two parts which were the improvement of English speaking ability and the opinions towards the English Speaking Instruction Using Digital Game Activities. The results reported that students had positive opinions towards English Speaking Instruction Using Digital Game Activities. The responses were summarized as follows:

In part I, the improvement of English speaking ability, students thought that their English speaking ability was improved after learning through English Speaking Instruction Using Digital Game Activities. They said that the use of digital game activities helped them more enthusiastic to learn English speaking and also helped them remember more vocabulary. In addition, they could use words and sentences displayed in the games to talk with their friends. Lastly, they thought that they could speak English more fluently and accurately as they had studied in the class and had opportunities to practice with their friends and the teacher.

In part II, the opinions towards the English Speaking Instruction Using Digital Game Activities, students said that the part of instruction that they liked the most was the engage step because they had more time to play digital games than any other step of instruction. They also liked when they were asked to brainstorm their ideas. They said that the use of digital game activities in the class was interesting and attractive for them to learn eagerly. Furthermore, they said that they were allowed to have more opportunities to practice speaking English which promoted them to have more confidence and learn more vocabulary. However, the most difficult part of the instruction in students' opinions was the Study step because they had to talk in English with their teacher and their friends. They also said that some tasks assigned in the class took more time to finish.

To conclude, students had positive opinions towards English Speaking Instruction Using Digital Game Activities. They said that this course was interesting and beneficial for them. Digital game activities enhanced their motivation and engagement to the class. They could improve their English speaking ability after learning through English Speaking Instruction Using Digital Game Activities. Nevertheless, the hardest parts of the instruction were to talk in English and to finish the tasks in time.

Discussion and Recommendation for Future Research

The objectives of the current study were to investigate the effects of English Speaking Instruction Using Digital Game Activities on English speaking ability of Thai secondary students and to explore the opinions of Thai secondary students towards English Speaking Instruction Using Digital Games Activities. Therefore, the findings were examined and discussed in relation to two main aspects: students' English speaking ability and their opinions towards the instruction.

1. Students' English speaking ability

In the hypothesis 1 testing, there was significant difference between the pretest and posttest mean scores of the English speaking ability test at a significant level ($p < .05$). The students' posttest mean scores on the English speaking ability test were higher than the pretest mean scores. In other words, English Speaking Instruction Using Digital Games Activities significantly improved secondary students' English speaking ability.

Students' English speaking ability was enhanced after learning through English Speaking Instruction Using Digital Game Activities. For English speaking ability, the criteria used for the assessment were fluency, accuracy, vocabulary, pronunciation, and content. The pretest revealed that students did well in term of fluency followed by content, vocabulary, accuracy and pronunciation respectively.

According to the results of the study, vocabulary was the most improvement among five criteria. In the engage step, students had opportunities to attend digital game activities before studying the lessons. They were asked to write down new vocabulary that they had seen in the games. Then, vocabulary displayed in the games was used in order to complete the tasks given in the class. Some students said that they could memorize vocabulary easier through playing digital games than reading from textbooks as digital games provided them an animation and various pictures with sounds which attracted students' attention and motivation to learn the target language. Having opportunities to play digital games before studying could be more effective for teachers to capture students' attention and promote collaborative learning (Bisso & Luckner, 1996; Wood, 2001; Mitchell & Savill-Smith, 2004). Therefore, in the posttest, students could use vocabulary more properly to describe things or express their ideas. For example, in the pretest, students used the word "bag" which referred to "a rolling suitcase." Similarly, Aghlara & Tamjid (2011) studied the use of a digital game called "SHAIEx" to teach 40 Iranian students in the age of 6-7 years old who learnt English as a foreign language. The findings revealed that the mean score on vocabulary retention test of the experimental group was higher than the mean score of the control group at 7.8 and 6.6 respectively. In addition, the result of this study also indicated that the participants in the experimental group were motivated and engaged to the instruction.

However, the lowest improvement among five criteria was fluency. Fluency concerned students' ability to produce the target language by not giving too many pauses or hesitations. Fluency was the aspect that students had to take more time to study as the teacher should provide more opportunities which attract students' attention to practice their fluency (Brown, 2003; Chomraj, 2010; Shen, 2013). The time of this research might not enough for high improving English speaking ability in term of pronunciation. In the posttest, students still made mistakes by giving some pauses, hesitation or spending much time to think. According to Skehan (1998), it was said that students' capacity of attention was limited; therefore, when students paid their attention to accuracy, their fluency would be subordinated and vice versa. Likewise, Zulfiqar (2015) studied the use of computers to teach English speaking for 15 students from University of Iqra Buru. Students participated in the English speaking activities by using the program in computers called "Yahoo Messenger voice chat." For the results, it was revealed that t-values in the pretest and posttest in the aspect of accuracy was significantly higher than those in the aspect of fluency which were 11.675

and 11.660 respectively. This researcher also added that the lack of vocabulary and grammar knowledge could be obstacles for students to speak fluently.

In conclusion, findings and the previous studies showed that students had the improvement of English speaking ability and gained advantages from English Speaking Instruction Using Digital Games Activities.

2. Students' opinions towards the instruction

The other hypothesis claimed that students would have positive opinions towards English Speaking Instruction Using Digital Games Activities. The students' opinions were from the questionnaire which was distributed to the students after the posttest. Most of them thought that English Speaking Instruction Using Digital Games Activities was interesting and beneficial for them to transfer knowledge learnt in the class to use in their real lives. They said that their vocabulary and grammar were also improved after learning through the English Speaking Instruction Using Digital Games Activities knowledge. In addition, this course also enhanced their English speaking ability in terms of fluency, accuracy, vocabulary, pronunciation and content.

In addition, students said that they liked the engage step the most. They said that this step promoted their motivation to study English enthusiastically. The students' response could be supported by Harmer (2007) and Reinhardt & Sykes (2011) who introduced the engage and the explore steps to arouse students' attention or interest. The use of digital games at the beginning of the class could also get their attention to be exposed to the lesson that they were going to learn that day. The results also revealed that the study step was the second step which students liked because they could have opportunities to practice speaking with their friends and review the vocabulary. However, the part that students liked the least was the activate step because they thought that the activities done in this step were too difficult for them as they had to create new ideas and link to their real lives.

Consequently, the results of the current study showed that students' English speaking ability was improved and they had positive opinions towards the instruction. The reasons why students showed their positive opinions were because this instruction provided both engage and explore steps which were integrated together in order to get students' attention and get them engaged to the lessons and the class before studying. To be engaged to the lessons and the class, students had opportunities to play digital games by being asked to notice and explore the game discourses such as characters, settings and vocabulary. Digital games promoted intrinsic motivation; therefore, when students were engaged in digital game activities, they were intrinsically motivating which encouraged them to learn in depth and use the knowledge outside the classroom (Habgood et al., 2005). When students had a prior exposure to the topic of the lesson, they showed their engagement and willingness to know more about the topic which was going to be taught

(Felicia, 2011). In this current study, the English Speaking Instruction Using Digital Games Activities to enhance students' English speaking ability might be the new model of learning for students that they had never met before or had a few chances to participate in the similar class like this. In the class, the teacher would act as a facilitator who controlled every step of teaching and monitored students while they were participating in all activities.

This current study focused on the effects of English Speaking Instruction Using Digital Games Activities on English speaking ability of grade 9 students. English Speaking Instruction Using Digital Games Activities could be investigated further in the future according to these recommendations.

First, since the current study had already investigated students' productive skill (speaking), it would be also fascinating to investigate students' perceptive skills such as reading and listening or another productive skill as writing to explore how knowledge and skills could be enhanced with the use of digital game activities in the class.

Second, the level of students can be lower than those who were in the secondary level. This current study had already examined secondary students (grade 9). Digital games could appeal and interest every age of people especially young learners. The students in upper elementary level might be selected for another target group of the participants to be investigated.

Third, researchers may conduct the research outside the classroom to encourage students to experience the real-life situations and use the target language more effectively. EFL teachers may take their students to practice speaking English with people outside the classroom or do some extra-curricular activities which English is used as a medium. Then, researcher could investigate how students' English speaking ability developed.

Finally, since the current study used the opinion questionnaire to investigate students' opinions towards the instruction, the other kinds of qualitative instruments such as interview, student logs and classroom observation could be conducted in the future research in order to explore students' opinions towards the instruction more profoundly.

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