Improving the Students' Listening and Speaking Skills through the Playing Games in the Language Classroom

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Abstract: *This paper presents and focuses on the creating environment of the communication of EFL students. Communication skill is mainly important for all of the universities students, as oral speaking and listening are the main concern for communication. In order to listen clearly of a speech, students need to have fluency in the language and many listening exposures. Moreover, native speakers' conversation and other environment and situation may create to improve the students' listening and speaking skills. Most students are facing of many difficulties such as having not exposure, shy to speak in public and they are not trust their language abilities to apply outside the classroom. To improve the students' language skill in classrooms, teachers always monitoring their students' skills and setting some sample activities and interesting games. In this paper, the authors would like to propose role playing and interactive communicative activities games that can encourage students to improve their listening and speaking skills. Data sources are language teachers' interviews and questionnaires and classroom observation. This study is conducted some students who are undergraduate from Universities of Computer Studies, Taunggyi and Monywa, 2019-2020 Academic Year.*

Keywords: Speaking, Listening, Interesting, Communicative, Games

1. INTRODUCTION

This paper aims to improve the language learning of students' listening and speaking skills by using attractive game playing. Foreign Language is the most important communicative tool of mankind, and English is an important tool for today's international communication. To be brought up to date with other developed countries, second language learners need to be competent in English. Learning the language is the most useful tool for learners to improve their society. Many learners are being taught English for more than ten years and they believe that English is the most useful language around the world. In their place of work, most university students are facing difficulties of learning two types of skills: Speaking and Listening. Among four skills, reading and writing are the two skills which are mainly concern with their academic life but speaking and listening skills are applying to in their daily life. Most of the learners are taught the speaking tasks involved in their daily activities. Traditionally, the learners are mainly tested and practiced writing skill rather than the oral skill in their daily life.

Most of the learners' first priority is to speak fluently and write smoothly. Therefore, they put more effort on this skill because they want to be able to speak English fluently. Most of the learners are facing lack of confidence and they need to do a lot of practice and to have language exposures. And to develop the speaking skill, the learners need the interaction skills too. So, this research is more emphasis on the oral communication skills and has been written many ways and competences to meet the needs of the learners. Active learning is

seemed and to keep the students active during learning process many teachers used to do games. This creation is a happy learning environment for the students and keeps them active.

2. LITERATURE REVIEW

English is one of the most important languages in the world. It is considered as a universal language (BB. Bohdanska, 2012) which can be used and understood by all people around the world [8]. Most English teachers in these Universities of Computer Studies, (Taunggyi and Monywa) they teach communicatively, and many important methods such as Cooperative Game-Learning and using widespread of audiotape, videotapes, CD-ROMs, DVDs and internet downloads of sound and video files has vastly applied potential input material for developing of their students of listening skill.

For many students, learning to speak competently in English is their first priority. They may need oral communication skill for a variety of reasons, for example to keep up rapport in relationships, influence people, and win or lose negotiations. Students need to develop their knowledge of grammar, vocabulary, functional language and communicative skills. And, English is the universal and international language which is widely used around the world. The importance of English language which is being promoted by most countries in the world to bridge the gap in terms of economic and political interest has increased the awareness in educators and students [9]. Amizura H. Mohd. Radzo et al., (2007) also stated the same view, English is an important and crucial medium

of communication among people whether intra-national or international levels [2]. It demands the related parties to master the language as soon as possible. It cannot be denied that English has become similarly significant in numerous fields separated from the instruction and language concentrates as the science, innovation and business fields have started to completely use the medium which could increment their capacity respectively [1].

In term of teaching English as a Second Language (ESL), the roles of teachers are primarily to focus on the development and the practice of the language to improve various skills of the language. The skills are including reading comprehension, writing, and grammar, listening and speaking. The aim of the education within 21st century era is comprehensively excellent, not only in academic, but also in other fields such as entrepreneurship, volunteer works, and fluent in communicative practice[3]. Some tasks included in this research report are designed to give the students skill practice and strategies which are needed both for educational function and real life situation. If this research is helpful for students to improve their oral communication skill and listening skill, then it will have been fulfilled teachers' goal. Therefore, the author hoped that the students will be skillful in the oral communication by following skills, strategies and some suggested activities are provided in this paper.

3. METHODOLOGY

This research is used a combination of quantitative and qualitative methods, and questions and answers session to gather information. It is focused on improving students' language learning skills in their daily life using Communicative Language Approach. This method using found that much effectiveness. Thus, teachers used Communicative Language Teaching (CLT) method to teach and examine learner's speaking and listening skills [4]. The aim of using Communicative Language Teaching is to communicate each other in the language classroom and to examine their language acquisition skill for students.

The researcher is using qualitative method to apply the theoretical perspective of the Communicative Approach by making communicative competence and the goal of language teaching and by using the interdependence of language and communication.

3.1. Suggestions for EFL Teachers in using Cooperative Game-Playing

Using the games in Language classrooms is popular among many English-language teachers and trainers. Game-based activities get many chances not only to experiment with the language being learned in a natural and fun way but also to brighten their English skills. Furthermore, responsibility is promoted when students are in collaboration toward their team's goal.

3.2. Suggestions Activity for Cooperative Game-Playing (1)

Level : Elementary to Advanced

Time : 15_20 minutes

Language/ Skill Practice: Reviewing grammar

Teacher's instruction: "Teacher will divide this class into groups of four students [6].

A suggestion to make this activity a more team-building exercise, for example, the four sets could be based on tenses (past simple, past perfect, Past perfect progressive, present perfect and future). Here teacher could be sets based on four different topics. Four question sets there will be four rounds, with each team member getting involved in one round. The idea is that lower-ability students get involved in the game.

If teachers enter the classroom, the first thing they notice is that the students are actively listening as the teacher is talking a new dialog, a speech between two people. The students know they will be expected to eventually memorize the dialog the teacher is introducing. All of the teacher's speeches are in English. The teacher greets the class and distributes a handout. There is writing on both sides.

3.3. Suggestions Activity for Cooperative Game-Playing (2)

Activity 1:

Student A:	While Jenny was watching TV program, the lights went out.
Student B:	Tom was studying at 8' o clock last night.
Student C:	Suddenly, she heard a strange noise in the dining room.
Student D:	Then he stopped doing his homework to search something.

Activity 2:

Level: Elementary to Advanced

Time: 10-15 minutes

Language/ Skill Practice: Reviewing vocabulary

Material: A list of categories

Teacher's instruction: "Teacher will divide you into groups of three. Each group will do a word-search activity. There are 15 vocabulary items that you have studied already. Work in your teams to finish the word search. The fastest group is the winner."[7]

Table1: Sample activity with entries for the letter "T" and "S"

Letter	start with 'T'	start with 'S'
job	teacher	students
place	town	station
food/drink	tea	seafood / soda
animals	tiger	spider/seagull
celebrity	Taylor Swift	Selena Gomez
sports	tennis	speed boat
transportation	train/taxi	ship

These two activities were found that designing a language game to engage all team members is not a direct task. However, the Before-During-After strategies can help teachers planning games in which students not only have a fun but also learn to collaborate effectively. Thus, choose a vocabulary word from one of the reading units. Thus, students can familiar with this topic and they can apply their hearing knowledge and then they can develop their listening and speaking skills by applying the vocabulary enrich games [8].

Activity 3:

And thus, next activity is role play. In role play students are very happy to do this. The teacher tells them that they are to be divided into four groups. They are to imagine that they are all employees of the same company. One of them is their boss. They are having a meeting to discuss what will occur as a result of their company with another company. Before they begin, they discuss some possibilities together. They decide that they can talk about topics such as if or not some of the people in their company will lose their jobs, whether or not they will have to move, whether or not certain policies will change, if or not they will earn more money. Most of the students perform their role play very actively [5].

4. DATA ANALYSIS

A common problem in organizing game-based activities is some students' belief that games are a waste of time lacking any valuable language practice. Game not only offer authentic language practice but, more importantly, have the potential to shape students into critical thinking who are willing to take risks, show compassion for their teammates, and see the value of teamwork and tolerance. Nowadays, most of the university's students are very important for having teamwork spirit. Therefore, teachers set up many games activities to do in their classroom. This team-bonding game encourages students to collaborate as a team and to support other teams, too. For young learners, listening and speaking practice through games, songs, rhymes, and stories is the foundation for conversation and extended talk and later reading and writing.

Table 2: Data analysis of the pretest using game learning

Skills	students	Fair	Good	Well Performed
Speaking	80	45	20	15
Listening	80	60	10	10

According to the pretest data it has analyzed that most of the students about 45 students have not a clear sense of the lessons with the help of audio or audio-visual aids. And then, they can get the chance of using teaching and learning aids. Most of the students 60 pupils are not interested in the lessons of listening tests before using the game learning. Therefore, the teacher should set many activities while they are teaching in speaking and listening skills.

Table 3: Data analysis of the posttest using game learning

Skills	students	Fair	Good	Well Performed
Speaking	80	15	35	30
Listening	80	25	25	30

The students can have the substantial amount of benefits using game learning through Communicative Language Teaching. Most of the pupils who are from second year at UCS (Taunggyi) attended the class regularly and performed well in their language lessons. 55 students learnt unconsciously the target lessons through games and activities and they were interested in the lessons and focused on the lessons without wandering. If students want to improve their listening, they have the opportunity to listen to the audio extract with the right guidelines of the teacher.

4.1. Research Questions for the language teachers

This research was based on interview of language teachers who have taught in UCS (Taunggyi) and teaching experience with professional development approaches in their field. Based on the specific objectives and the study's overall objectives, the following research questions guided the study:

1. Are you interested in teaching listening and speaking skills for your students?

2. If you have taught English listening and speaking skills using cooperative game playing?

3. How do games help to develop four skills in language?

4. If you played games in English classes for your student, did they enjoy them?

5. Do your students play games in your language classes? Did they are improving their language learning?

4.2. Research Questions for the students

The aim of this research is investigating student's attitude on their listening ability using cooperative game learning. Participants are the students less than eighteen years who are attending University of Computer Studies (Taunggyi) and (Monywa) to learn English as their second language. Eighty students have selected randomly from these classes whose second year students. Among this fifty were girls and thirty were boys.

1. There are four main language skills teaching in this university: reading, writing, listening, and speaking. Which one is the most difficult for you? Why?

2. Do you think that listening activities help improving your listening skills? Which activities do you think the easiest for you?

3. Do you worry about not understanding your listening test in the language lab?

4. Do you wish to participate in any activities such speaking or listening experiment in your class?

5. Do you feel interesting or not in English speaking class?

4.3. Findings and Discussion

The findings were based on the questionnaire and interview about learning listening and speaking. The main feature of the students was more afraid of listening test from the IELTS Text than speaking in English. In accordance with results, the participation of students in speaking and listening test is found with good results was 45% about Q1. Listening skill is very difficult for 40% of students because of lack of experience and 15% of students have less motivated. According to survey, although 20% of students show less interest the listening activities and 80% students were answered that listening music and listening conversations in the classroom is the easiest for them about Q2. In Question no.3, nearly 100% of the students were worried about not understanding when they listened to a long conversation such as interviews and telephone conversations about something, they felt nervous and lost their interest and bored. It can be noticed that 90% of students were wished to participate in songs and short conversations for speaking and listening experiment while 10% of them only unwelcome about Q4. Last Q, 100% were very interesting in English speaking class.

Table 4: The percentages of students' questions

No.	Statement	Yes (%)	No (%)
1	Q.1	55	45
2	Q.2	80	20
3	Q.3	95	5
4	Q.4	90	10
5	Q.5	100	0

4.4. Researchers' Recommendation

The teachers also need to explain the importance of listening and advise them what kind of listening lessons and speaking practice they should do. One of the most important things the teachers have to do is motivating their students. And they face many difficulties of not enable to catch all the target lessons and they were not applied these experiences in real world. Therefore, in this paper it is widely expressed the impacts of games for the students and the teachers, the challenges of applying this in the classroom and the encouragement to the language teachers to use this many games instead of using traditional methods. The result of this study suggests that games are perfect to use to teach speaking and listening since it is very practical in the second language classroom than reading and writing. In reading and writing it is less practical and less space for distance for the teacher to involve for the teaching process. The development of language learning can be seen very clearly when they use games to teach cooperative game learning. And then, some students like to absorb in games during the teaching because it makes them active. In the same way, during the classroom observations, some students were not eager to participant in games because of they thought that trouble their mind form learning.

5. CONCLUSION

It was concluded from the above of the study that the teaching of listening and speaking skills through Communicative Language Teaching using Cooperative Game learning is faster and long lasting as compared that learnt through traditional method. And then, they are assumed to be more interested and enthusiastic when they get chance to perform game learning and role playing actively. If they have much practice, they will be-come the proficient speakers and efficient learners. The research gained from the study indicates that students are active in doing activities and playing games and the most useful method is teacher's role to fulfill the needs of the students. Therefore, the teachers in EFL classroom should not neglect the important role of listening. The teacher is the most influential person in persuading the students to become successful learners. Teacher has to set up various communicative activities to motivate the students'

interest in language learning, to make them communicate and to create interaction between the teacher and the students. Moreover, the students can get knowledge of the speaking and listening skills by studying this research report. Pair work and group work game activities can also be set up to get student to student interaction.

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