



The Effects of Group Games to Improve Speaking Skills
on Fifth-Graders at San Lorenzo de Tarrazu School
During the I Quarter of 2023 (5-1)

Kimberly Maria Porras Vargas

Ced. 304820056

Universidad Internacional de las Américas

I Quarter of 2023

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THE EFFECTS OF GROUP GAMES TO IMPROVE SPEAKING SKILLS

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Chapter 1

Introductory Framework

The most important part of learning English is to speak it. That is the most common way by which people use their language. Hoge (2014) writes in his book that speaking English effortlessly is to connect with other people not just to conjugate verbs. When learning another language people should give lots of attention to speaking it, whether they are teachers, students, or even someone learning by their own interest, this is because this is the most direct and immediate way to communicate with someone else. However, in English lessons, teachers tend to place their focus on grammar or writing more than on speaking; therefore, resulting in such strategy in students passing to the next level with little knowledge of speaking, like using correct pronunciation or intonation.

Furthermore, the students' evaluations also tend to be more written assessments than oral. It could be taken into consideration that people who traveled to another country to learn English would learn how to speak it faster due to constant daily communication. This is a great practice that could be contemplated at the time of delivering a lesson. The creativity which goes about a speaking lesson could be reflected as well since it is often difficult to get students to talk. Some students are scared or shy to speak in class due to many factors which need to be noticed to adapt a lesson.

Therefore, getting students to be motivated about a lesson is important to capture their interest in learning something new. An idea to get the class to be excited about learning is to add a group game where students will be able to speak to each other in the language being learned. The facilitator can adapt the games to focus on the usage of the skill that is required for them to

learn. By determining the effects of the group games there will be an understanding of areas to refine.

1.1 Problem Statement

When it comes to communicating in English within a class, teachers have to figure out the methods that make students use their speaking skills. As Zuñiga and Barrantes (2021) add, “The teacher's guide is essential both for the student to identify the aspects that must be improved and to make the necessary adjustments that encourage the incorporation and participation of all students” (p.27). In this regard, it is essential that teachers contribute to coming up with ideas to bring out the best in students and learn about their issues with their speaking ability. This is where a question comes to mind: What are the effects of group games to improve speaking skills in fifth graders at Escuela San Lorenzo? According to Mejias and Sanchez (2022) “Most learners are afraid of making mistakes, and they prefer to keep silent. Another point is that the students do not know what to say”(p.19). It goes without saying that teachers have to implement techniques for pupils to overcome the difficulties that they face when speaking. These are factors that are consequential when they are learning and need to be mended.

Consequently, teachers need to include plenty of speaking skill tasks in a lesson to make students more communicative in English. Songbatumis (2017) emphasizes that the absence of English exposure by teachers causes students to have less opportunity to use English. The pupils that are not compelled to use oral skills will most likely not have a breakthrough from this. Solis and Salazar (2021) emphasize, “finding innovative ways of helping learners to break the ice and relax, to develop confidence in expressing themselves”

(p.27). That is why making use of the speaking skill should be a priority to be placed in lessons. The absence of speaking exposure in a lesson lacks adequate practice. If teachers are able to make pupils talk more through fun activities then, there is the possibility of more advanced knowledge from the students when graduating. Teachers have to put effort into adding more speaking skill tasks, as in games, in this case, students can prevail over their insecurities. The research must go about identifying the effects of the students communicating with each other as well as analyzing, evaluating, and implementing the speaking skill in group games in class. Pratiwi (2020) adds that the student's problem is due to the lack of opportunity for interaction. In fact, interaction is what people do every day, so to be able to make students interact with each other in a class by speaking English is ideal to meet the desired goal of obtaining proficiency in English, which is what has driven this investigation.

Students usually interact in their own native language whenever they can, therefore trying to communicate in English is possible too. Lopez and Salas (2019) add that the main aspect is interaction and it is fundamental regarding the linguistic skill's growth. Teachers can provide the chance for the pupils to speak in the target language just by including a task that involves speaking. If teachers do not include oral activities in lessons at all then scholars are unable to make it a habit to speak another language. It is best to take advantage of the time to include speaking tasks when building the lesson plans. These are all the purposes of what has driven to make the investigation.

1.2 Objectives of the Investigation

1.2.1 General Objectives.

To analyze the effects of group games in class for the improvement of the student's speaking skills at Escuela San Lorenzo de Tarrazu School for the 5-1 fifth-grade class during the first quarter of 2023.

1.2.2 **Specific Objectives.**

To identify speaking problems in group games in class for the improvement of speaking skills for the 5-1 fifth-grade group during the first quarter of 2023.

To adapt speaking group games for the enhancement of the student's speaking skills for the 5-1 fifth-grade group during the first quarter of 2023.

To evaluate the speaking skills among students while implementing group games for the 5-1 fifth-grade group during the first quarter of 2023.

1.3 **Justification of the Study**

This research is done to be able to study the speaking skills of students in group games as a creative resource. According to Nurmukhamedov (2020) students winning a game of a learning language setting means they will use the target language successfully. Students can work together to communicate in separate groups in games, although some teachers do not do apply games in class frequently due to the absence of strategies. In the II English Teaching Congress words (2016), "Many of the resources available for Costa Rican public schools, to teach English as a foreign language, seem to unsuccessfully develop oral production skills" (p.223). Therefore, implementing group games as a tool to make students work together to communicate in separate groups can be beneficial. By conducting this approach it can lead to finding the best way to get students to speak English in a fun and effective way through the use of group games. Therefore, such approach contributes making

it analytical and evaluative to the research of information. The findings will give a deeper understanding of the way the effects of group games contribute to developing the speaking skills of students in class. As a result, by finding out group games that will help students, the expected result is to make them communicate more effectively.

The 5-1 fifth-grade students from Escuela de San Lorenzo and teachers will benefit from learning, teaching, and discovering a way to make a group game more effective for it to enhance the English-speaking skill of students while teaching a class. This is a very important differentiator and an advantage for the school since speaking English is crucial in the learning process of acquiring a foreign language. As it is mentioned by Shoro (2018), several techniques and methods were introduced to be able to make the education system more humanized. Moreover, making the learning process more successful for students to grasp the insight of the whole game, the meaning of it, and the goal of it, and to develop their speaking ability, by completely being a part of it. The teachers will determine their use of the speaking skill and be able to make adaptations to the group games by reviewing areas of improvement. The group games will be put into effect in class where students will be given instructions, and rules and will be guided throughout the game to promote English speaking skills. The students will be evaluated to examine their participation and use of language-speaking skills during the game. This will help uncover the effects of the group games to ameliorate them and find forms of adjustments or adaptations and improvements to enhance the use of speaking skills for each student.

In his self-study book, Peterson (2018) writes one language skill which requires interaction with people is speaking. Speaking English is very important due to its global status and because Costa Rica is a local hub at a continental level, and that is why it must be

practiced as much as other skills. By doing group games, students are going to be able to communicate with each other in class which makes it justifiable to study this since it will be observed and analyzed when the game is being applied for the research purpose. This is to be practiced in class with the students and their teachers to investigate the outcomes of a group game for the development of speaking skills. The results of the students' participation during the game such as observing their pronunciation, confidence, knowledge of the topic or background, the time it takes to respond, and identifying the effects of the game itself will be vital information to be collected for the research. Hence, figuring out the outcomes of completing the group game where speaking is the main area to have a student work on.

The research of finding various group games which might increase the use of speaking skills would be to study the way a group game can be improved for this skill and to focus on the actual interaction with the group since the important part of speaking is to communicate with other people. People who travel to another country who speaks English and decide to live there without knowing much about the language feel obligated to quickly learn in a job to understand their coworkers. This prompts them to listen and repeat the word which they hear from either the customers or coworkers. They have to figure out the meaning by using a dictionary or by asking someone who knows English and their native language to translate. These people who go to work and do not have time to take a linguistic course learn how to quickly speak the required and official language. The advantage of that is that they are surrounded by native English speakers who have fluent pronunciation. On the contrary, students in non-English speaking countries like the ones in San Lorenzo de Tarrazu school only have their teacher to listen to them every day and only for an hour or so. Therefore,

adding more group games that involve more use of speaking skills could allow the students to practice this more profoundly.

1.4 Antecedents

It is known that English has been around Costa Rica for a long time and the people have always been learning it. Rohmah (2005) in his report “English as a Global Language: Its Historical Past and Future” Indonesia, said that English was taught when different countries in the world were colonized because it benefited the British rulers (p.109). In a way, this can be relatable to present time. Learning a new language can benefit people in Costa Rica in many areas just like it benefited the British rulers, for their own interests. For instance, when people learn English, whether it is an adult or a parent wanting a child to learn, they do it because they want to get a new job or they might want to travel and meet new people. Another example of a benefit of learning a new language is when people want to become citizens of a country. they must take a citizenship test. Whichever the needs are, the person learning a new language will always result in having lots of new opportunities than just knowing one language. Another relatable aspect of the book is that just like the British needed their soldiers to understand English. Some companies in Costa Rica may require employees to know it. This is where parents realize that their children can have many advantages in the future if they speak another language. It is apprehensive due to the fact that there are better-paying jobs for those who are bilingual. The customs of the learning process that may have been a bit forced historically, are still common now, however in a less harmful manner and much more favorable for all ages. This is because people decide for themselves whether they want to study a new language or not.

The report also clarifies that due to the creation of the United Nations by the United States of America, English became a stronger status. To communicate with the people of the United Nations four languages were used and one of the main ones was English. This is how the charter organization of the World came to be. With the creation of the United Nations, speaking in English to reach agreements was the course of action to communicate with other people from other countries. From this, it can be understood that in order for Costa Rica to reach an agreement with other countries, the people hired for this had to know how to speak English. In such a manner to communicate a message to another country or to receive it was through the knowledge of the specific language. Otherwise, the country would not be able to take an advance on a certain matter. Therefore, the English language has been around for a long time. It is also demonstrated that 80% to 85% of information was written for technology or science, which was another way that English spread globally. Costa Rica's advancement in technology obviously had an influence of the language to adapt to the country's language. No wonder why technological courses sometimes ask for a certain language knowledge as a requisite to apply. Taking a technological course might be difficult to understand or pass if English is not learned first. The language may not entirely be used in all countries, but it will surely somehow appear and be used in certain areas of all countries for certain aspects such as courses, jobs, books, translation, movies, schools, restaurants, etc.

Many people quickly learn some words just by hearing others speak. In his report, Elboughssini (2015) "An Introduction to the History of the English Language" Morocco, writes about the Anglo-Saxon hearing of the native population speaking in the Celtic language, which was the influence of Old English (p.4). This contributed in terms of this investigation, to how a language can be heard and easily be captured by just hearing someone

say a word in another language and repeated it afterward, which allows someone to memorize it, and it will later understand the word to use it. It is also stated that the Anglo-Saxons learned Old English daily being with the Celts or by Irish missionaries who introduced it. With this fact, English was able to be conveyed to others daily, and for that reason, people would learn it faster. This report provided evidence that languages were heard and spread out in speech from daily interactions with others.

It was also pointed out that English was divided into three periods, Old English, Middle English, and Modern English which brought about facts and theories of how English was influenced. The words created from hearing the speech of the different countries ended up interconnecting with each other. Development of mixed words from one language united with another. For instance, it is mentioned that the Anglo-Saxons went to England and learned Latin words from the Celts. There was a vowel shift during the old period where long vowel sounds in words like kneef became vowels mutating into knife. Therefore, the "k" became silent and the long [i] became a diphthong.

By gathering this information, material that aided in the investigation of providing a clear and a provable strategy for the use of speech to learn a language was gathered. The influence of other languages forming words, in terms of sound, spelling, and grammar, the changes in the pronunciation of words, and the expansion of vocabulary were taken into account for the investigation, since they can motivate, validate, and support the speaking skill in the research for the development of the group games to be applied in class.

There are plenty of types of games out there which are to be discovered. Amrulla (2015) describes interactive games in "Developing Language Games to Teach Speaking Skills for

Indonesian Senior High School Learners” Indonesia, where there are two kinds of games, which are cooperative games and competitive games (p.16). With this being stated, the findings of the game will be unchallenging to investigate, due to having the categories to lead us to a purpose for the game with the skill desired to put into action. By having an idea of games that already exist, it can become easier to adapt it to the desired goal of enhancing a skill. These games can function for the study of the students in San Lorenzo de Tarrazu School. Games like this can be adapted to a lesson that allows pupils to practice their speaking skill.

The report also provides an idea of the types of games which will be useful to distinguish being a great source for group games. It offers a detailed description of team-building games, icebreaker games, and problem-solving games which can be beneficial for the creation of group games which can be adapted to enhance speaking skills. In addition, supplying tips and ideas to reach the objective of the game is to be considered when the game is going to be applied. The study of the games done with books, observations, questionnaires, and evaluations are great tools which can be used and followed in the investigation to get an idea of the effects the group games have on students.

For the most part, this report is associated with the investigation because the goal is to get students to speak English more than they did before. The intention is for students to be more communicative with each other in English while making it fun and effective. The observations of the games being applied and interaction with the student are important, as it can be perceived in the written report, by properly strengthening the use of speaking skills in a group game will allow it to be used more than once. The games can be studied to notice the effect it has on the students and their teacher for the continuation of applying them in class or not. Evaluating its

communicative approach and the use of English speaking can be ideal to take into scope when analyzing the responses from the students.

Given the importance of using speaking skills to communicate in English, games are a great start to learn enhancing this skill. After looking into the report, by Mubaslat (2012) *The Effect of Using Educational Games on Students' Achievement in the English Language for the Primary Stage Jordan*, stated that games were not only just fun or a way to have a break from the lesson, but it was for the student to learn to use the language by playing the game (p.5). This is helpful to research since it is in this way that the problem which is being investigated gets analyzed. Moreover, some teachers do not place as much focus on the part of games for a lesson. In addition, the speaking skill is to be focused on as well, which is what is taught to be brought together for improving speaking English. A game in a lesson can function as a whole lesson because it is practicing the skill.

The report brings to light the use of games and states that they are a motivation to students for allowing them to compete, and participate and the games capture the student's attention. This is a great fact and helps to analyze these aspects when applying a game in class. Therefore, permitting observation of the behavior, attitude, motivation, and determination of using the speaking skill in a game. Children love games and do not realize they can be learning through one. This is great information to take into account because when students do not feel the enthusiasm to learn something, they will not comprehend it, although through a game they will feel eagerness and interest in the topic of the game and without knowing they learned something new that day when they played an educational game in class.

It can also be considered that many students feel stress when they are learning. To take away that anxiety, stress, or worry, an educational game will make them feel much more comfortable and will allow the student to focus on the goal of the day, which is to practice the skill needed to improve.

Teachers sometimes must be reminded that there is more to English than reading and writing. In Arroyo's view (2020) "Analyzing the Oral Production Level in the English Class in 10th-grade Learners' at General Viejo Technical High School" Costa Rica, teachers do not entirely focus as much on the oral production of students. Sometimes, this is because teachers normally just focus on the grammar or vocabulary or writing and reading, as a consequence of this, students do not have the proficiency in English that they should or are capable of having. It is possible to get students to graduate from school with lots of learned English, although this is not happening, due to not bringing lots of focus into speaking skills. This report allows us to review information gathered on the process of making it possible for students to improve their oral production.

Several didactic sequences are shown which can be practical to the investigation where it demonstrates teachers introducing a class then students do a content study and after that practice is done with exercises or tasks. Others are problem-solving, activating prior knowledge, exhibition, group analysis, etc. This can benefit the investigation in the way that teachers need to have an organized process for the development of the group games to take into account certain aspects when including speaking skills.

Certain aspects have to be taken into account from the points being made in the report. Teachers are also required to plan the group games in an orderly way, meaning that

the games are to be included in a lesson, so the lesson always starts with a warm-up and then the activities that involve speaking before the game; for instance, a review of vocabulary, then the game itself and after or during the game an assessment. As for adding group games to a lesson, teachers can consider placing the games in a certain part of the lesson or making the whole lesson a game. Adding the game as a warm-up or ending the class with one is an option. Organizing the group games to fit the lesson beforehand to make it worthwhile for both the teacher and students.

1.5 Scope

The main objective of the research is to recognize the effects of the speaking skills in group games of the fifth graders 5-1 group of Escuela San Lorenzo with the motive of finding an ideal way to include more speaking skill tasks in lessons through games by adapting to the student's needs. The analysis will be carried out by applying two group games in class for the fifth graders 5-1 group, whose aim is to observe, identify, adapt and analyze the group games. The purpose of it being group games and not individual participation games is for the same reason that speaking skills can be improved, since interacting with each other involves speaking and that is how to get English spoken constantly.

Chapter II

Theoretical Framework

In order to obtain a better understanding of the research, the reader must know that the theoretical framework is an essential part of the investigation. According to Ravitch and Riggan (2017) “refer to the actual ideas and beliefs that you hold about the phenomena studied” (p.7). By understanding this, the chapter focuses on the information gathered to investigate the effects of speaking skills through group games. Main ideas are placed to study and to have a further look into the investigation of determining the effects for the improvement of the speaking skill of pupils for the purpose of communicating more in English.

Speaking is what everyone does every day even if they are alone. That is why paying great attention to speaking when learning English is crucial. The speaking skill in English acquisition is a major point to focus on when learning English. Through group games, students will be able to communicate beneficially by working on certain topics which will allow them to flourish their speaking skills. Balboni (2018) remarks that every culture has its own idea of what a foreign language is such as lexicon, grammar, and communicative acts as well as the teaching materials and exercises. For that reason, the research is taking place by investigating the manner in which teachers can enhance their English speaking ability in a lesson through group games, for that reason, exploring necessary information which supports the investigation.

Furthermore, developing an understanding and knowledge of the effects of speaking skills is vital. In Salmons (2019) *Find the Theory in Your Research: Little Quick Fix*, she writes about the use of theory to understand relationships, such as the cause-and-effect relationships which explain when a factor exists, then an effect is expected. In this case, the investigation is

researching the effects of the student's speaking skills while playing group games. Therefore, it is, foremost, to highlight that going through the categories of the research in question is significant to the investigation of the identification of the speaking problems in group games. The specific objectives of the research must be emphasized, in this way the methodology of the implementation of group games, the identification of speaking problems, the adaptation of group games to enhance the speaking skill, and the evaluation of the student's speaking skills when playing the group games. Finally, the group games which were going to be applied. By fulfilling this research, it will allow for the reader to be guided through the comprehension of the procedure and outcomes which may permit it to be put into action in a lesson.

2.1 Literature Review

The sources of information found in this investigation will be composed of books, a thesis, and other sources of information relating to the effects and problems from which accurate areas of study will be used. Investigation of those aspects needs to be investigated through the previous studies, for example, to recognize that students in school need to be pushed, in regard to motivation, to accomplish many tasks. By motivating them, games can be an optimal option which needs to be investigated through many sources such as books. Other areas such as teachers having to reinforce motivation to get students to complete work, not just as homework or to get a good grade, but also to get them to like what they are learning. These ideas, facts, and fitting information are exceptionally meaningful.

The importance of obtaining information from previous sources is like learning from experience, such as the following facts are researched in Callow and Naranjo's (2018) book where they stated, getting inspired by the visionary group of people in Costa Rica who have

accomplished so much and can be an example for the younger generations who want to expand their knowledge and be dedicated. The people mentioned became successful because of their hard work and knowledge in their areas of expertise such as technology and science. However, one main reason which they were able to accomplish so much and be able to get hired by well-known organizations or companies was that they knew English.

By investigating this we can see that many of the people mentioned learned English because they moved to the United States. By moving to a country which only speaks English people are able to communicate with native speakers daily. In an uncomplicated way, this is how they improve their speaking skill rapidly. The facts gathered from this book are related to the ongoing research since it provides experiences from people who have had the opportunity to use the English language as the main skill to make their dream come true. Without the skill of knowing the English language, they might have been successful in a different way, although not exactly what they were determined to reach.

It also proposes appreciable information for teaching English through clear statements which can be used to motivate, guide, and make a speaking lesson more enthusiastic for students to learn English. The careers which were obtainable for the Costa Rican people who started off knowing Spanish were also careers which needed lots of knowledge in English. Students can understand through these facts that in order to study a career which they want they might need to learn English, whether it is in an English-speaking country or in Costa Rica. It is possible to learn Fluent English in a non-English-speaking country. For this to happen the teachers can follow the facts which were researched from the many sources to be analyzed for the improvement of the speaking skill through group games, which is highlighted, since group activities are more interactive and noticing that communication is

key to improving the speaking English skill. Thereby, it is crucial to recognize the effects they go through.

2.1.1 Functionality of Games to Enhance Speaking.

Games are a way to definitely encourage students to lose their fear of speaking English in class. Children play games almost daily. Knowing the way games can help to improve English speaking skills is valuable. Spanos (2021) in his book titled “Games of History: Games and Gaming as Historical Sources” Abingdon, England and New York, the center of attention is games for historical sources, although he clarifies reasons for games being created for certain areas like aspects of human life, the interaction during a game as well as the activity. It is described that games were made by what we do in everyday life. For instance, cultural interaction, politics, economic activities, social organization, and even warfare. In addition to this, also states that games are still being studied.

The chapters explain the tactics of games, the rules, the strategies, even the pieces, and the cultural, political, social, and economic context in which they were designed, created, and played. The author brings to light the function of games where they will have the situation where it could be the specific gaming circumstances and the sociocultural environment, which is the system, of the game being played. With that being expressed as so, they include aspects of human behavior and the way the environment causes humans to act. In other words, the game causes a certain behavior in the person to change, revise, or make any move while playing it. Whether it is a digital or non-digital game the person will socialize in a way which brings out their own social principle and values. Some games which

make the person speak about themselves are parlour or parlor games, which allow people to interact with one another by using speech.

This is how the book relates to the investigation since it proposes broader information into the way games were created before, the purpose of the games, and the human aspects of each game. To study areas of improvement for modern games and offers games which were used in history which can be applied in class to be adapted for the enhancement of skill to improve a second language. It is also mentioned by Marzullo and Oliveira (2021) “Results revealed that over the two cycles of the implementation of the gamified approach to learning English 92% of students demonstrated an increase in their motivation to learn English” (p. 54). Moreover, the understanding of the involvement of human life in the environment to be featured in games which can be used not only for fun but also for learning is favorable in the student’s impulse to want to keep learning English. Hill (2020) remarks “The fact that most people don’t achieve fluency isn’t actually down to the difficulty level, it is completely down to motivation and practice” (p.13). It is considered that games can bring people together by creating new friendships, that being so making people communicate comfortably.

2.1.2 The Identification of Speaking Problems

Having students in the class take a lot of time to say a word or sentence in English is very common, being that they are filled with fear, lack of knowledge, or shyness. Peterson (2018) comments, “Humans are naturally shy of making fools of themselves and school students are no exception” (p.26). This happens frequently and teachers sometimes have trouble getting a student to talk due to other factors like other classmates laughing or the students just blocking themselves out. In his book, Peterson (2020) concentrates on the

problems of speaking English which students encounter, like people being nervous or scared so they speak very faintly, with a low voice and this can happen with beginner to advanced students.

A problem is a circumstance that is uncomfortable and needs to be solved. Humans experience problems with anything and almost all the time. In this case, speaking problems when learning a new language. Problems are a part of life and they can be a lesson that a person needs to go through to learn and fix. Linders (2020) mentions that having to deal with difficulties on your own may seem like a disadvantage, but doing so gives you the option to do it in a method that is most effective and fitting for you.

Problems can be present in many ways and areas. Problems can cause people to become stressed, angry, sad, depressed, and even fill a person with doubt if the cause of it is unknown. Additionally, problems can be many things that make a person feel unsettled. The only way to feel better about problems is to do something about resolving them. Most people look for ways to solve problems and if one method does not work they keep trying another way. Although, there are others who tend to ignore the problem and leave them as is. As a consequence of not confronting the problem, this will bring many more problems along the way. It is possible that one problem can cause many other problems since it is not being resolved, then this might affect other people's problems due to someone who did not make an effort to fix it. People just have to be strong and capable to take the challenge of overcoming them. For example, a person learning a new language may feel too shy to speak, and this is a problem to overcome.

This can become a responsibility for people to handle. People may be disposed to needing help from others to deal with problems and that is completely normal. Despite the fact

that some people are either too scared or prideful to bring such problems under control, they must find a quick solution that may take time for it to fully be resolved. On the contrary, there are also those who do not know when they have a problem. In Holzer's (2019) view, "The difficulty in recognizing when a problem exists is probably the chief reason why people are suffering from various forms of unhappiness" (chapter II). In accordance with that, people may know they have a problem, however they are struggling to figure out what the problem is. This makes two problems, trying to find out and the problem itself. It is a difficult task to discover a problem if a person does not comprehend what it is. For example, a teacher trying to detect the issues faced by a student when trying to speak the language being taught. This can be difficult for the teacher if the student does not want to speak at all. The teacher will have to try to get the student to speak somehow.

Many people can practice speaking skills to be better at speaking a language. For that reason, people who want to be fluent in speaking another language have difficulties when this is not practiced enough. Chang and Pd (2020) comment that teachers should use innovative speech assessment methods to help students become skilled in speaking. When it comes to students learning to speak another language, they can present many problems where skills have to be improved and focused on greatly to become fluent at speaking. Many aspects are included in speaking skills. For instance, tips for the better use of them, such as knowing when to pause and being confident are two tips. There are plenty of tips found to improve the use of speaking skills. Better speaking skills can lead people to many opportunities in the future.

Speaking English is contemplated due to its many aspects since it is not like other subjects which are just memorized. Speaking is physical and needs to be practiced as much as to be improved. It has a work structure which addresses the steps for activities, methods

used, and games to achieve its overall skill and strategies. The ideas which are reflected can be studied to implement in a group game. A better understanding of the problem will make the task of creating a group game specifically for the issue that is trying to be enhanced. Therefore, the information provided by the author is well described for the research to be done. Putting English into practice in groups or also by playing games is a great solution.

The group games can be put into effect with the knowledge of the problem and they can also be reviewed during the game to observe its effects. That way if a student has a speaking problem, it can be profoundly analyzed because some problems were comprehended, therefore bringing about the ideas to adapt the game for the solution to the problem which was causing the student to either fear speaking or just had trouble pronouncing or even just a confidence problem.

The advice from the author about the problems will contribute to the analysis of the group games with the students in class and even the teachers to take into account many areas which need lots of attention, awareness, and upgrading, which will benefit both the student and the teacher for future accomplishments. As Jamshidnejad (2020) writes, teachers claim that learners of a language fear are towards concern about others of evaluation of them. In other words, they place their attention on what others think. If students make mistakes, they will think that everyone else might laugh or judge them by thinking they are dumb. These types of effects are to be taken into account for the best understanding of students' problems and need to develop a way to have them interact by speaking without hesitation. Burns and Siegel's (2017) words about learning the speaking skill, "speakers must manage a combination of accuracy, fluency, and complexity so that they can meet the heavy processing demands of spontaneous talk" (p.6). Despite the fact that pupils may present issues with all

those aspects when using speaking skill, they are problems that can be solved only by recognizing them when it is performed. The idea is to be able to notice the problems so that there is a possibility to transform them into solutions for the best of the students.

2.1.3 Beneficial Ideas to Adapt Games for the Enhancement of Speaking Skills.

The development of a game which can help students who have a problem with speaking during an English lesson can make a huge difference in increasing the improvement of this skill. There are ideas and games already created which can be adapted to the student's needs. Wright and Taylor (2016) note that the book focuses on providing many resources for teachers to use in class while giving a lesson, like introducing the language which is targeted, the planning, and the way a teacher can monitor and assess the progress. It is supportive in a way which is adapting a group game for the goal of achieving an improvement in speaking English, can be done by an organized plan as well as practical to help in teaching.

The book has a whole chapter regarding games. It is called "The Magic of Games" (p.7). This is the most helpful for the research of this investigation. Game ideas are given which have been tested, as well as traditional games where the teachers are able to change, reuse or adapt to certain topics which are being taught in class. The games are separated into categories depending on their skill or type. For instance, for this research, the study is concentrated mainly on speaking skills for group games. Even though some games might not actually be group games, they can be adapted to becoming group games by being creative and organizing them in a way which makes sense with the topic and for the speaking skill to be used, as well as coordinating it with all of that and the grouping of the class to make it an

actual group game which will make the students be involved in interacting with each other for the function of the game itself and allowing the students to learn from it. In other words, it is group work in class.

More than two people can be considered a group. When more than two people come to be with others to do something it can be considered group work. Brown (2017) writes that group work provides an environment where people may support one another, benefiting individuals and groups. This means that in group work people, for instance, students, help each other out with tasks which are provided for them to complete. This allows people to socialize and have more interaction with each other. The development of friendships and unity in getting to know one another and understanding how others work.

This is beneficial in terms of learning from each other and working together to complete the same task. There is no competition in group work, meaning that they are not against each other. On the contrary, in group work, people work together by informing each other for the purpose of fulfilling a duty. There are many aims of group work where one is to make people get to know each other better and to get along with each other. Sometimes some people work better with others and the only way to know is to have group work to acknowledge it. Another is to have people socialize more for the best of them, this is because they tend to be more focused on their own things, or on accomplishing a goal which is established due to time. More minds can complete a task more quickly.

These games are a contribution to the investigation since they feature characteristics which are beneficial for the way a teacher can adapt a game to improve speaking skills. The games provide the abilities for students to repeat words or sentences, practice vocabulary

orally, is leaders, speak to each other, come up with ideas on their own, practice problem solving, be more confident, be creative with role-playing, ask and answer, to think critically in English. There are even party games which involve speaking that use music and circle games which can be adapted into 2 circles to make it into group games.

The best category in this book which is related to the research is team games, which are useful for the application of one or more games to the class to analyze their effects. Some of these games may involve the teacher playing with the groups as well, which makes them applicable to the research. Singh (2021) made some points about the organization of games in class “The division of teams and groups, a fresh or new division as far as possible should be made, the groups should be evenly matched in abilities and numbers, games must be very well explained beforehand in the class” (p.9). The teacher’s organization of the games before the class is ideal to know if he or she will also participate or just observe the students during the game for evaluation. As Kam (2022) suggests that group games allow for the creation of relationships between the teachers and the students, it also increases the knowledge of the classmates and motivates the group to focus on the topic.

2.1.4 Distinguish Group Games as Assessments to Evaluate Speaking.

Searching for games which are interactive to help students communicate is easy, although looking for a specific game which actually focuses on speaking to be evaluated and with little time on a teacher's hand can be tedious. After seeing the games from Digiacomo (2018) who suggests that lots of games from the book are adaptable to distinct levels giving flexibility. This means that the games are already prepared for teachers to use or adapt, without the need of overthinking and struggle of time of coming up with a game of their own.

This allows the teacher to have time to prepare the evaluation of the speaking skill of the group game.

Many games can be found anywhere like on the internet, in stores, or in books, for instance in the book mentioned previously, that is organized and easy to follow. Although, some games need time to be adapted. That is where teachers need to take their time to separate games by looking into their goal, desired time it takes, and the categories based on whether they are group games or individual student games. The focused search of games for this research are games that involve group tasks to improve speaking skills, resulting in the search in this book for those kinds of games. The author provides a neat and clear explanation of some of the games made for the whole class, pairs, or groups. These games are even rated from levels 1-5, which means that they are from beginner to advanced. Each game includes the size of the group, the materials needed, and the time required for each game.

Evaluating students speaking skill in the game as such is a form of assessment for the teacher to evaluate through the use of a test or checklist that focus on the student's fluency, pronunciation, interaction, vocabulary, etc. The goal of the student to pass the assessment can not entirely be in the winning part of the game, but rather the use of accuracy in certain aspects, for instance, answering questions correctly and with fluency. The students do not feel as if they are being tested.

Entertainment and interaction with other students are what motivate the students and the idea of winning a game can become a part of pushing a student to practice and become more skilled to win. The process of the game is what is important for the teacher to be able to

focus on what needs to be evaluated in the student's performance of the game. In the end, the students have fun without realizing that they are being tested for their speaking skills and it is important for them to communicate with each other since that is the main reason for learning a new language, to be able to communicate easily with others.

Communication is the way to transfer information. Speaking is a form of communication. It can also be done in many different ways. Such ways are by phone, social media, email, text messaging, mail, television, newspaper, radio, and simply by talking to someone. Bullock and Sanchez (2021) write about looking back, they can see that every thought in the stream of human progress was advanced by the disseminating communication of ideas that came before, regardless of how enormous the jump was. Lots of things came and come to be as a result of communication.

Everyone in the world is informed about many things that happen through communication. Languages are a form of communication among each other, where people who learn a new language can understand what someone from a country that speaks a different language is saying. If people did not learn languages and stayed with one language then the whole world would lack knowledge about many things. Imagine all the wars or misinformation passed through just because someone did not know how to communicate a message. This would be like living as early humans lived and did not understand other tribes. Thankfully, communication is now key for the quick spread of information. Most people back then did not know how to read or write so learning to speak by listening to another language was the best way.

After reviewing DiGiacomo's book, an author that was previously mentioned, *ESL Games for the Classroom: 101 Interactive Activities to Engage Your Students with Minimal Prep*, we can find games that are great for communication. It functions greatly for this research since it can be used as a guide to understanding the way we can find to improve the speaking skill group games in class. Additionally, allowing the teachers to have time to form a way of evaluating and observing the speaking skill, whether it is during the game or after. The teacher can create rubrics, self-checks, checklists, or oral assessments for the games. The author is so detailed and organized can be an example of teachers doing the same in class in regard to group games and evaluation planning. Not just by having a game ready or searched, nonetheless focusing on the evaluation part of it tremendously will surely help to focus on the effects of the speaking skill that a student presents.

. The game preparation in this book provides additional information that is necessary to know relating to the research. The games supply additional skills that must be known to use for the game itself, the directions, the materials, the description, and even tips. This proposes lots of material and ideas for group games that can allow students to engage as much with each other to practice English speaking significantly. The information given is very considerate to teachers and their students since it is arranged with clarity and comprehensiveness for both the teacher and student and works best for the research to determine the areas of what is being studied and to focus immensely on the game with sufficient detail to acknowledge it and apply it. The tips provided are supportive of the research to have ideas of what can or can not be done.

Tips in the book also help to avoid or pay attention to certain aspects of the games. This is pleasantly helpful to know as a guide to noticing the effects of the group games since

that is the reason for this investigation. The idea of distinguishing between what is right and wrong or what can be fixed or added or even how to change or prevent is convenient to the research.

The book tells how to prepare the game and how to be prepared for the game for both the teacher and student and to have it well planned. The goal of the teachers for students to develop is to have more proficiency in English speaking by communicating, this is also a form to develop teamwork skills, as Palmer (2017) states “In fact, teamwork skills are so important to our students’ futures, that they are called Employability skills by the US Department of Education” (p.3). Communicating with one another in English allows for the increase of opportunities, whether it is in jobs, trips to other countries, a promotion, or even the chances of finding true love further on. By communicating with others in the class in English, the students will eventually become more skillful in others areas and aspects.

2.1.5 Group games in class.

Games are activities that involve the use of skill, chance, or knowledge that are formed by rules to reach the goal of winning against another. Hubbell and Kapell (2020) state that games are similar to one another, so while categorizing games, we aim to pinpoint particular characteristics that all games have. Taking that into consideration, recognize that games can possibly have the same rules as the other, yet have a different theme or topic, or goal. In addition, games can consist of one player against another or a group playing against another.

Games usually have a goal to reach, in other words, winners or a winner. This makes it very competitive. Competitiveness can both be good or bad depending on the person’s attitude towards it. Some may feel it is very fun to compete, while others may become stressed about

competing and by that not having fun during the game. The rules of a game are basically what makes the game happen. The players have to follow the rules to reach the goal. If rules are not followed in a game then it might not make sense or no plan is reached. Together they must build a plan or decide.

Games work to entertain and make people interact with each other. Burns (2017) explains a game called “Different Thoughts” in which he states, “different members of their team bring different perspectives to a task” (p.28). With this in mind, students have to come up with ideas to suggest to other members of the group or team and decide whether or not to use the ideas. This makes the students work together by communicating. The students in a group will have to talk to each other in the desired language that is being taught. This forces them to speak. Malekoff (2018) has a reflection in his book where Lindokhule mentions, “wonderful to see students who do not talk, laugh and complement each other on the flowers that they had painted.” This is about an arts and crafts activity the students had to work together on. Group games allow students to be able to come out of their comfort zone.

Group games will be very useful to get students to improve their speaking of the English language in a way that they will see as fun more than just learning a lesson. The group games that will be analyzed are the following:

2.1.5.1 Tell me five.

This is a game that is mentioned by Nguyen (2022). This game is a group game that allows students to work together by communicating and making decisions. The game offers students to trust in each other, therefore developing critical thinking skills and decision-making.

It is a convenient game since they will speak in English by saying the words out loud. The students will be able to practice communicating with each other. There are many different names for this game, such as name five, guess five, or give me five. They all have the same rule which is to give five names of a certain category. For instance, following Ahaslide website (2022) students are divided into groups and are given a category like pizza toppings. By understanding this example it can be determined that the students will have to think as a group to acknowledge their answers. It also aids to find out the problems which students will present when speaking by naming the words of the category given.

As a group, one by one will be able to say a word out loud of the category given. This is challenging since it has a time limit, and for that reason makes it competitive. In Robertson's (2016) words, "This is the Smith Family and this is the Lopez Family. To play the game I ask a question. Everyone writes an answer" (p.2). This book is about a game which involves naming five things. Each member of the family comes up with a thing based on the question asked. This can be adapted to have each player speak to the other about the five things they will name. They have to compete to beat the other family. Creating competition brings a big amount of motivation to the students, where they will want to keep playing and thinking of the words which have to be previously reviewed for each category, to answer quickly.

2.1.5.2 Salad Bowl.

Everyone knows about the game called Charades. This game is similar, the only difference is using salad bowls. This game was also found in a book mentioned by a previous author Numukhamedov and Sadler (2020) *New Ways in Teaching with Games* (p.255). The game invites the groups to use physical movement and practice speaking, which contributes to

reaching the desired goal of speaking the English language. It is a functional game that permits the students to improve their speaking skills. The game can also be called Salad Bowl Charades. What is known about charades is that people have to act out a word.

This game is similar, although just adds salad bowls to it. According to Kidstir website (2021) ask students to write words and place them on the salad bowl, split into two groups, a person picks a piece of paper out of the bowl and the rest in each group try to guess the word by the person acting it out. This game is useful to evaluate the speaking skills of the students by using pronunciation and fluency since each student will participate by saying their guess out loud. For this game, it is also required to review the previous vocabulary to comprehend what the student is acting out. By knowing some words students can be evaluated by coming to a decision for their answer by communicating with each other and working as a team. Barendsen (2020) remarks, “ The Salad Bowl Game is a perfect blend of fun and meaningful conversation that’s likely to keep everyone engaged” (p.178). This game can bring up more conversation into the game than just thinking of the word which the other person acts out. It is fun for all ages. In the case of applying the game in class, the topic can be what they are currently learning. The students are aware of the previous vocabulary and will want to learn to expand a whole sentence from it.

2.1.5.3 Relay Race.

To train a second language this game is very beneficial. Relay Race was found in the book by DiGiacomo (2018), *ESL Games for the Classroom: 101 Interactive Activities to Engage Your Students with Minimal Prep*, as previously mentioned. The game involves the usage of vocabulary, and it helps to target the language desired to learn. This group game’s focus is on the

students working together to reach a goal by speaking and understanding each other. The original relay game is similar, as Delamain and Spring (20) add, “Divide the children into teams. The teams line up one behind the other” (p. Level IV). In the class game, they line up behind each other to say a word or sentence to the other. The usefulness of this game is adequate for learning speaking skills since it requires students to develop more team skills as well as communication. This benefits them greatly by being able to lose their fear of the usage of the English language through speaking with other people.

The game requires the class to be placed in groups and be placed in line whether they are standing up or sitting in a straight line. As Fabris (2017) states, provide each student in line with a vocabulary card which they will have to pass to the next student using the target language, and the group who finishes first wins. In other words, the first student says what is on the vocabulary word, then the next one has to say to another with a different sentence. the game can be adapted differently, for instance in the broken phone game where one has to say in the other’s ear what one said only one time, so if it is not said correctly, it will be different from the last person. Nurhana (2020) mentions, “The “relay race game” method is one way to make learning more interesting which encourages students to improve their speaking skills” (p.59). This game aims to have the students work together and establish a way to adapt it to fit their speaking level and comprehension. Whatever the form of the game is it can be adapted to fit the student’s goal.

Chapter III

Methodological Framework

The following chapter presents the methodology which was carried out to recognize the effects of the application of group games for the improvement of speaking skills in the fifth-grade 5-1 class in Escuela San Lorenzo. In the methodological area, the research was indispensable, since the purpose of it was to demonstrate the information of the problem being researched. Furthermore, it displays the necessary steps which determined the best approaches for the effectiveness of the group games to be a way to enhance the speaking skills of students during lessons. The use of instruments and sources to discover and to determine the effects were essential to the investigation for its practical support in the research of collecting beneficial information.

3.1 Research Approach

The investigation had a qualitative approach. Researching with a qualitative approach was what others had done and it was to be studied, as Tjora (2018) notes on qualitative research “The researcher is often in close proximity to the subject, whether the latter has signed up as a participant in an interview-based study or takes part in situations under observation” (p.1). In this case, taking part in observation is considered for this research since it best fits the need of gathering information from the group games. Putting the group games into effect for the speaking skill to grow in regards to wisdom in the fifth-grade 5-1 group where observing the students will help in the comprehension of this theory by researching it in the qualitative approach so that the effects are analyzed and information is to be collected for the investigation.

Merriam and Grenier (2019) add “qualitative researchers build toward theory from observations and intuitive understandings gleaned from being in the field” (p.6). Researching involved the use of qualitative instruments. Billups (2021) notes that the creation of functional instrumentation can be done effectively rather than just by looking up examples on the internet. Instruments that are adequate for the research are to be used, with careful characteristics of such for the discovery of details inappropriate search. The idea of the research is to gather accurate information by doing observations, in which analyzing visually (observing) and using a checklist and test is fundamental. The use of these instruments will permit the accurate data collected which is pivotal for the study.

3.2 Research Design

The aim is to study the group games used to enhance the speaking skills of the students in fifth grade 5-1 group in a qualitative approach, therefore saying that group games are a technique which were analyzed by observation in which data was collected to determine the effects. Moreover, questions are asked to the teacher to determine the speaking problems of the fifth-grade 5-1 class beforehand, this is to be prepared to observe and check on the checklist as well as to study their opinions on this matter that is being investigated.

In addition, the research was descriptive since observations were done in class when the students were playing group games with the teacher being present. Devi (2017) mentions that descriptive research studies are those that are involved with the description of characteristics of a certain group or individual. This is the case of this study where students were studied when playing in group games. The speaking skill, feelings, and problems will be mainly observed and

tested, due to this being the goal of improvement of the use of English through group communication games. The possibility of an explanatory research design can be included. In some cases, descriptive designs may require it.

To deeply analyze this, observations of the class had to be done to distinguish the speaking problems and characteristics of students. Then the adaptation of group games must be done first. There were games that fit into the aim of the lesson, which was speaking English in the game, although some might have needed adjustments to make it into a group game, due to it originally being a whole class game. Materials were to be considered and the organization of it. The students had the group games applied in lessons where the main focus of the game was the usage of speaking skills. Throughout the game, the student were observed to investigate the effects of the group games on the student's usage of speaking skills.

3.3 Information Sources

The sources can be separated into primary and secondary to make them clear. When it comes to primary sources, it can be stated that an observation checklist and tests were placed to collect information about the speaking problems of the students in a class for the development of group games that are well aimed for the enhancement of the student's speaking skills.

The observations will be done by observing a fifth-grade 5-1 group lesson to take notes of the student's and teachers' processes in a lesson. The tests were individually taken, where ten questions were asked regarding the speaking problems and their answers in relation to group games. The observation of the teacher's ways of the usage of English through speaking and methods is important to understand the student's routine too and to be clear of the adaptation of games. The class has twenty-one students.

The secondary sources involved information about the group games and the speaking skill used in class through the research of online books and websites. The investigation of many group games which could be adapted to enhance the speaking skill or that are already created for that specific skill to be practiced or to be formed into group kind of games if they are only individual or whole class. The websites and books were used for the purpose of researching crucial information about gaining a deeper understanding of speaking skills since this is a problem that many students struggle with using.

3.4 Analysis Categories

The research consisted of the categories of analysis which aided the research in regard to its objectives of the topic being investigated. The researcher used qualitative data for its analysis. As Surendran (2022) states, qualitative data observes insights and emotions that are documented. The conceptual definition of the ideas presented is comprehensive from the involvement of each game in their daily usage, yet it is suggested to have more knowledge of them, therefore an investigation of its effects is efficient.

The importance of analyzing these effects came to realize the areas to improve: therefore, group games which were implemented focused on determining the objectives, which are the categories which were analyzed. For instance, by applying the game called *'Tell Me Five'* in a lesson the effects which were going to be reviewed, they were useful to identify problems when students were speaking. Through the collected information, it could be described and determined for the comprehension of the caused effects. It goes the same for the game called *'Salad Bowl'* where the speaking skill and group work are being observed to focus on the ability to communicate with others using the English spoken language. Testing the students is a way to understand the student's needs, feelings and areas of improvement. The objective of the game

called '*Relay Race*' was to discover a way to adapt the group game so that it emphasizes the student's goal of speaking English and communicating with others. These effects were obtained when applying the games. In other words, an effect can be a result or change due to something causing it. Cambridge Dictionary Press (2022) states that an effect is the outcome of a certain influence. On account of that, anything being affected by something else will have an outcome that is an effect. Effects are what is needed for the investigation when applying the games.

3.5 Data Collection Instruments

By applying adequate instruments, the investigator can gather the best information for the research. As Madondo (2021) states, "the qualitative instruments and methods are open ended" (p.93). It is important that the collection of data is conducted through the correct instrument. There are many instruments which can be used. In this case, the data was collected through instruments such as an observation checklist, a pre activities questionnaire and a post activities questionnaire and evaluation rubrics. They were applied to the fifth-grade 5-1 class of San Lorenzo Tarrazu School. The instruments had a specific order when placed. The accuracy of the instruments is crucial to the research for the results which contributed to the investigation.

3.5.1 Observation

To have a better understanding of the topic being taught in class for the fifth-graders 5-1 group an observation was conducted to be able to apply a game further on with the topic being studied by the students. An observation checklist was used to investigate the students' topic of the lesson, speaking skills, problems, and the teacher's method of teaching. The observation aids in building the group games with the topic

being taught to the students and being able to adapt to their needs. Comprehending their skills to modify the games for the investigation. (Annex 1)

3.5.2 Pre Activities Questionnaire and Post Activities Questionnaire

When collecting the data, a pre activity questionnaire was applied to the students regarding the problems they faced, and their feelings towards using games to learn English and working in groups or teams. According to Winke and Brunfaut (2020) “Pretest-posttest experimental design is essential when the aim is to identify the effects of different treatments on second language (L2) acquisition” (p.457). This is to give an idea to the researcher of the kind of data which was retrieved before the actual application of the game to further investigate the effects. As for the post questionnaire, the questions are answered to be able to compare the effects that were caused before and after the group game performance to investigate the end results differentiating from the feelings at the start. Thereupon, implementing this instrument is pivotal for the researcher to use in the investigation.

Pre Activities Questionnaire and Post Activities Questionnaire

Students answer the questions individually to determine how they feel about learning English. This was done after the observation day to know how they feel before the actual application of the group games. Then it was done after they play the games to determine the effects and changes in how they felt about learning English. (Annex 2)

3.5.3 Evaluation Rubric

Students have to be evaluated in regards to feelings, speaking and pronunciation in order to obtain a better understanding of their usage of the language and to have a better idea of how the speaking skill has improved or can be improved. The evaluation is done through a rubric where they will perform in the group games. Through their participation they will be evaluated individually. Their feelings towards the games and performance is considered. The pronunciation of words that they say during the game will be taken into notice as well as their use of speaking english.

3.6 Collection Data Process and Data Analysis

In order to apply the group games the researcher had to collect data from the fifth-grade 5-1 class. The best way to obtain precise results based on the target of the investigation is the process in which the data is collected. Planning of the week and days to attend the school and the preparation of instruments for such. Being conscious of the situations that may interfere during the collection of data can be distinct, whether it may be helpful or adverse. Considering any plans or circumstances that the lessons may confront.

The researcher's process for this investigation was to attend a lesson in the class to recognize the topic which was being taught by the school's teacher and to observe the students to identify their speaking needs, skills, and the method which the teacher was using to teach. For this, a checklist was used to collect the data. Afterward, a pre activities questionnaire was done to acquire answers from the students which benefited in

distinguishing their thoughts and feelings regarding the use of speaking English in games. During the games the students were evaluated through a rubric individually. Finally, from observing and evaluating the effects of the group games a post activities questionnaire is given to the students afterward to provide more results based on the changes in the student's speaking skill and their communication when doing group work and the game itself. The data collected in relation to acknowledging the effects of group games is one of the far-reaching points of the investigation.

Chapter IV

Data Analysis

In this chapter the analysis and results for the study of the effects of the group games applied in the fifth-grade class are explained. This contains the data collection which was implemented through the instruments created: an observation checklist, pre activities questionnaire, post activities questionnaire and evaluation rubrics. The instruments helped the students' feelings to be determined, problems with oral usage of the language and its effects, and their interaction with other classmates. As mentioned by Bazeley (2020), “Analysis is both expansive and evaluative, involving creativity and insightfulness combined with rigorous and rational decision making, logic and reasoning” (part 1). Therefore, this chapter is of major importance since it provides the whole output of the observed application of English-speaking group games.

4.1 Analysis and Results

The information collected was through the observation of the students to identify problems, questionnaires to understand the feelings of the students, and the evaluation rubrics to comprehend the effects of the group games by using speaking skills. These are instruments which were essential to the analysis of the study. Each one of these aspects was taken into consideration to find the results for the readers to understand the objectives, gain knowledge, and to reinforce the English language from the research.

4.1.1 Observation Checklist

The observation checklist was applied to comprehend the student's usage of the English language. By observing the class many aspects were checked to find out what students did regarding response, understanding, grammar, pronunciation, and feelings toward the language. This was determined by how many of them responded to each other. While the teacher was delivering the lesson the observation was conducted by sitting in the classroom and checking off the options in the list of what was observed and the times the students were taking action from the options mentioned within the checklist. Therefore, by figuring out if some replied in English and others did not or if some understood what they were being asked in the language or not, and so on. This instrument helped to begin the research by observing student's interaction in class and to find out a way of adapting the group games to them. The researcher observed the class to determine the topics which students were being taught in class to use the same topics later on for the group games. In the class observed, the lesson was about reviewing some topics from last year. They were practicing WH questions, like what, where, when, why, and how. They were also learning about the consonants TR, ST, and PL. The actions which were mainly focused on the observation were the responses from the students' participation took place. The findings through the observation checklist resulted in 3-4 times out of the 21 students responding in the target language, as well as seeming interested or afraid. It is determined that their fear of responding in English is caused by making the mistake of mispronouncing, not understanding what their facilitator was asking, and incorrect use of grammar, which led to the effects of not responding as much, being noticed. The students

who participated only 0-3 times out of all the 21 students understood when asked a question and used correct grammar.

Based on the results of the observation on Figure 1, From 1-10 times as indicated on the observation checklist, when the teacher told students to repeat after him the times when they did repeat as a whole class was about 4 times where he had students repeat after him the vocabulary for the consonants and the WH questions. The teacher spoke English almost the entire lesson, according to the results, the facilitator would ask individual questions and it was about 5 times when students understood from the first moment he asked. There were a couple of times when the teacher had to repeat himself for some students to understand. Those times were not counted because what was analyzed was from the first moment understood without getting him repeat himself. The results showed that the students used correct grammar 2 times. The use of grammar was mainly when they had to say the WH question. The students also demonstrated interest about 5 times due to the teacher asking a question and some students wanted to participate. Through the observation only 2 times were noticed that students were afraid. This was noticed because one student did not want to participate when asked to. As for the results of pronouncing English words correctly, 5 times were perceived when the teacher had them repeat after him. They students did pay a good amount of attention because the teacher was very interactive with them. This was about 7 times noticed from the times they did not pay attention that were not taken into account but were about 3 times. When they did not pay attention, it was when they talked to a classmate next to them, or when they were talking back to their teacher.

Figure 1. The Number of Times Student's Actions were Observed through the Usage of English.

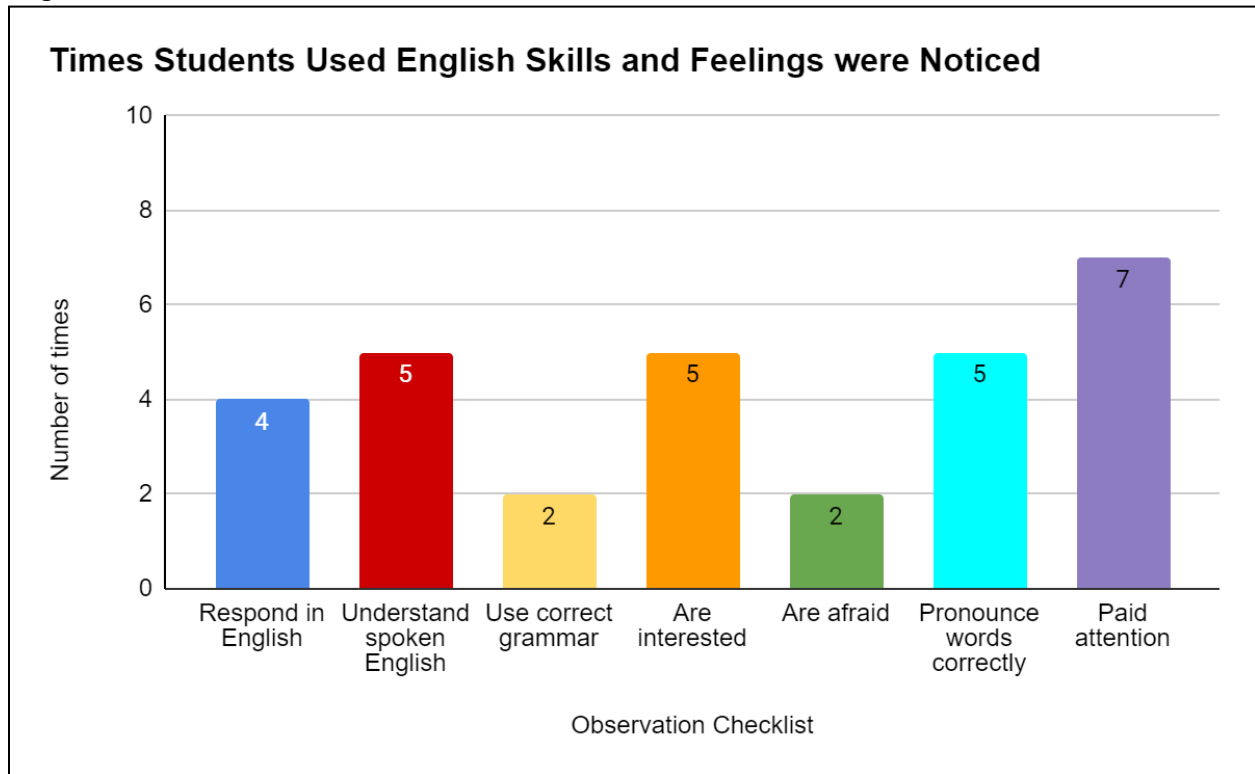


Figure 1: It represents the number of times the students' actions were observed through the usage of English. Source: Researcher's own creation.

4.1.2 Pre Activities Questionnaire

Through the pre activity questionnaire the students answered questions individually. The questions which were asked to get to know the students better regarding their feelings and linguistic use, interaction among classmates, and preference for the application of games or not in class. For each question they had to choose one option. In this case, the test was not about correct and incorrect answer but mostly to distinguish the differences of the effects given the performance of the game. The test helped to comprehend the effects the game provided figuring a way out to improve the English speaking skills. This instrument worked as a form of not only letting students recognize

their own feelings toward the target language and how they wanted to be taught but also as an aid to adapt the games to the student's needs. The results provided an understanding of the students answers before the group games. There was a graph for each question to visualize and clearly understand.

Figure 2. The Obtained Answers of the students from the Pre Activities Questionnaire.

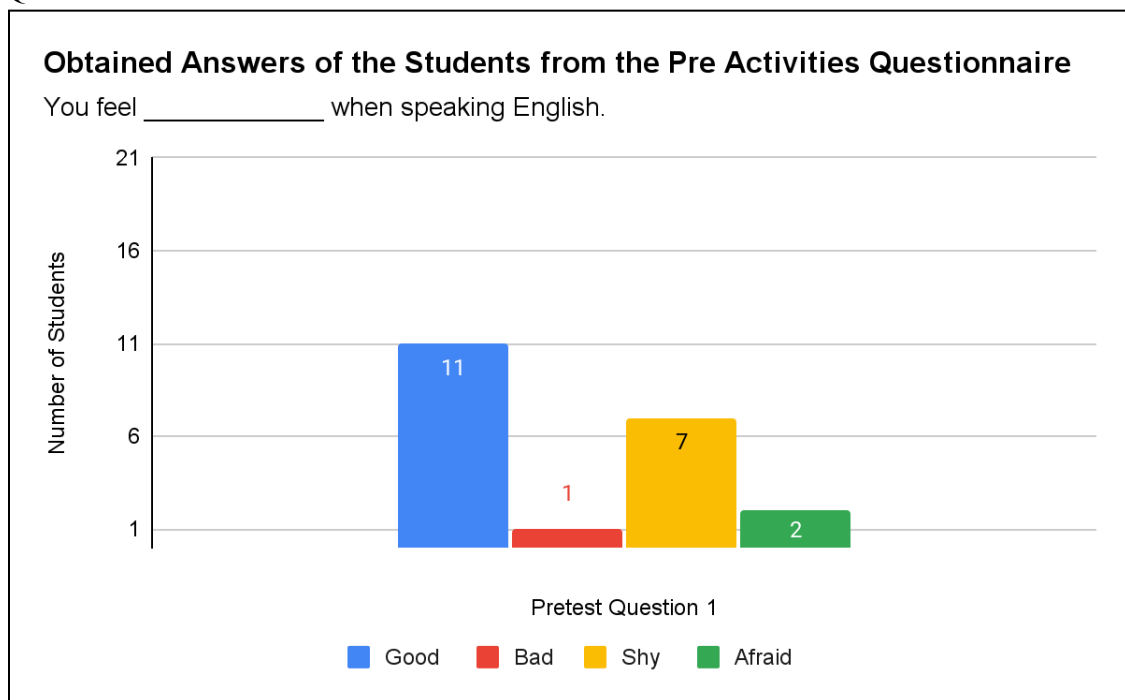


Figure 2: It represents the obtained answers of the students from the Pre Activities Questionnaire. Source: The researcher's own creation.

For Figure 2 the results demonstrated that only 11 out of the 21 students felt good speaking the language. It appeared that the rest who did not feel good was due to a noticeable greater amount of shyness and less amount for some being afraid or felt bad to speak. It was possible to determined that shyness was a problem, which made students not want to speak English.

Figure 3. The Obtained Answers of the students from the Pre Activities Questionnaire.

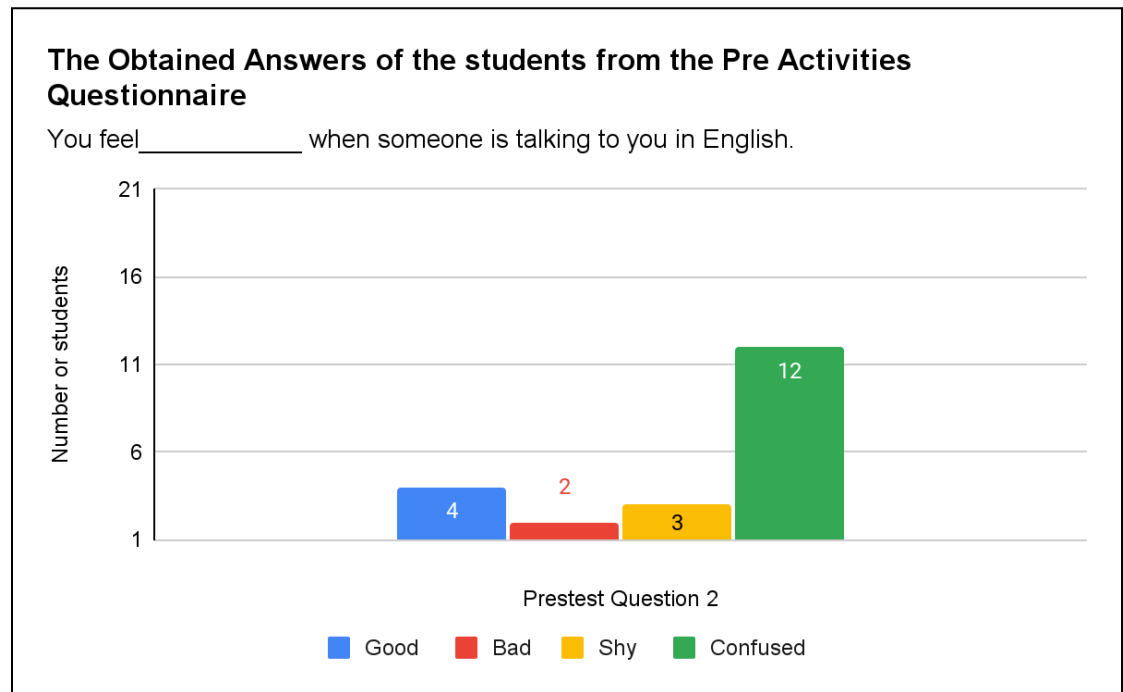


Figure 3: It represents the obtained answers of the students from the pre activities questionnaire. Source: The researcher's own creation.

The results which are shown on Figure 3 highlights that 12 students became confused when someone spoke with them in English. This was presumed because they did not understand what the person was telling them. This could happen to anyone who did not know a language, for instance, when people travel to other countries or when someone from another country tries to ask for directions. The results also demonstrated that only 4 students felt good, which might be because they had more input of the language.

Figure 4. The Obtained Answers of the students from the pre activities questionnaire.

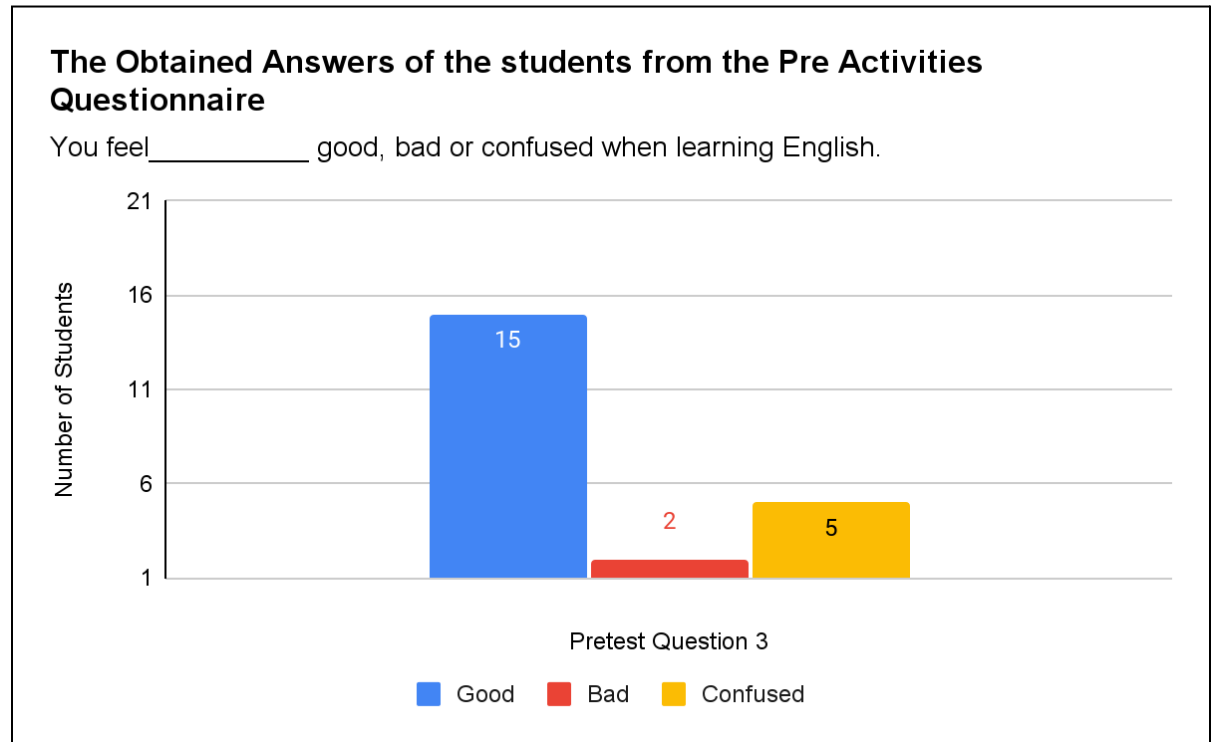


Figure 4: It represents the obtained answers of the students from the pre activities questionnaire. Source: The researcher's own creation.

The present Figure 4 shows that 15 students expressed that they felt good learning English. This was an important finding since lots of students might seem uninterested in learning a language in a class. From the results of the chart show 4 students who were confused and the 2 who felt bad. By recognizing this, there were ways to improve the issues with which those students were dealing. By applying the group games, the effects could be recognized. Thus, allowing the teacher to establish a learning procedure which benefited the student to improve the

speaking skill. The results helped to identify the needs, feelings and interest of the students to comprehend their specific areas for future occurrences through the group games.

Figure 5. The Obtained Answers of the students from the pre activities questionnaire.

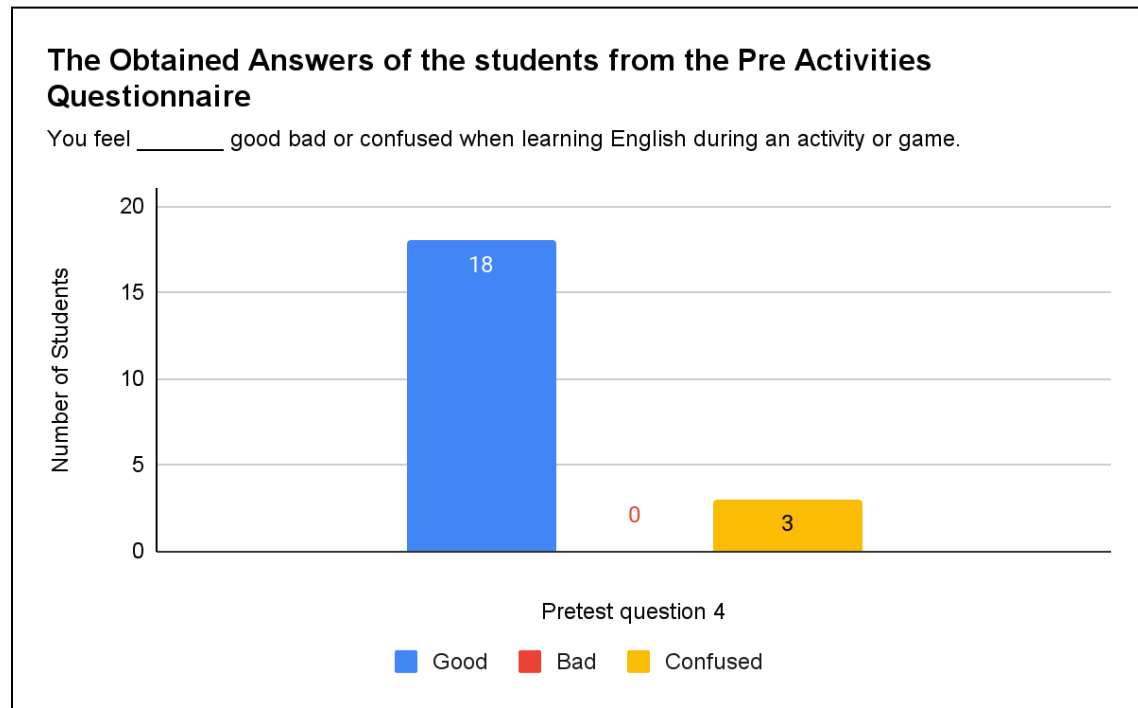


Figure 5: It represents the obtained answers of the students from the pre activities questionnaire. Source: The researcher's own creation.

The results in Figure 5 clearly indicates that the majority of students felt good learning English through an activity or game. This is because children indicated their joy when playing games or doing activities which did not force them to memorize or to repeat something. As for what is shown in the findings, the 3 students who expressed confusion, they either require clear instructions or pay more attention to the rules of a game or activity when it is instructed.

Figure 6. The Obtained Answers of the students from the pre activities questionnaire.

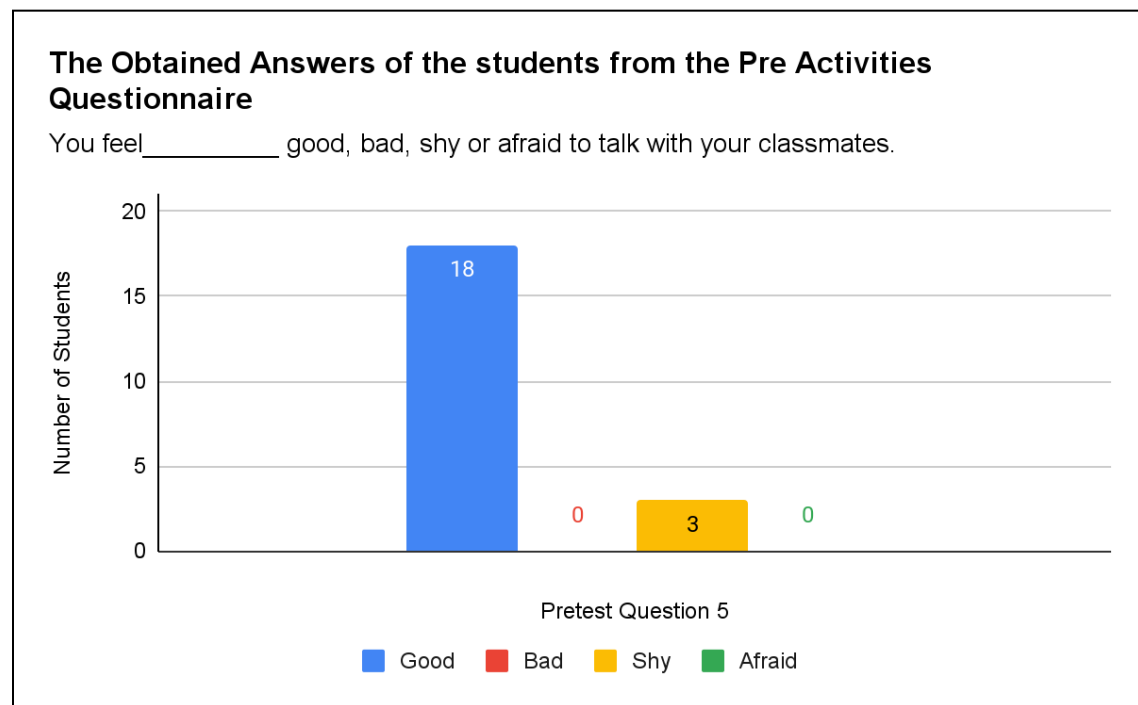


Figure 6: It represents the obtained answers of the students from the pre activities questionnaire. Source: The researcher's own creation.

Normally, students get along with some or all classmates. They can therefore speak in their native language all day long. Thus, it is inferred through the questionnaire that they might not be reluctant when required to speak in another language. Figure 6 suggests that this was true to the majority of students feel good talking to their classmates. Only 3 expressed to have been shy when talking to classmates in class.

Figure 7. The Obtained Answers of the students from the pre activities questionnaire.

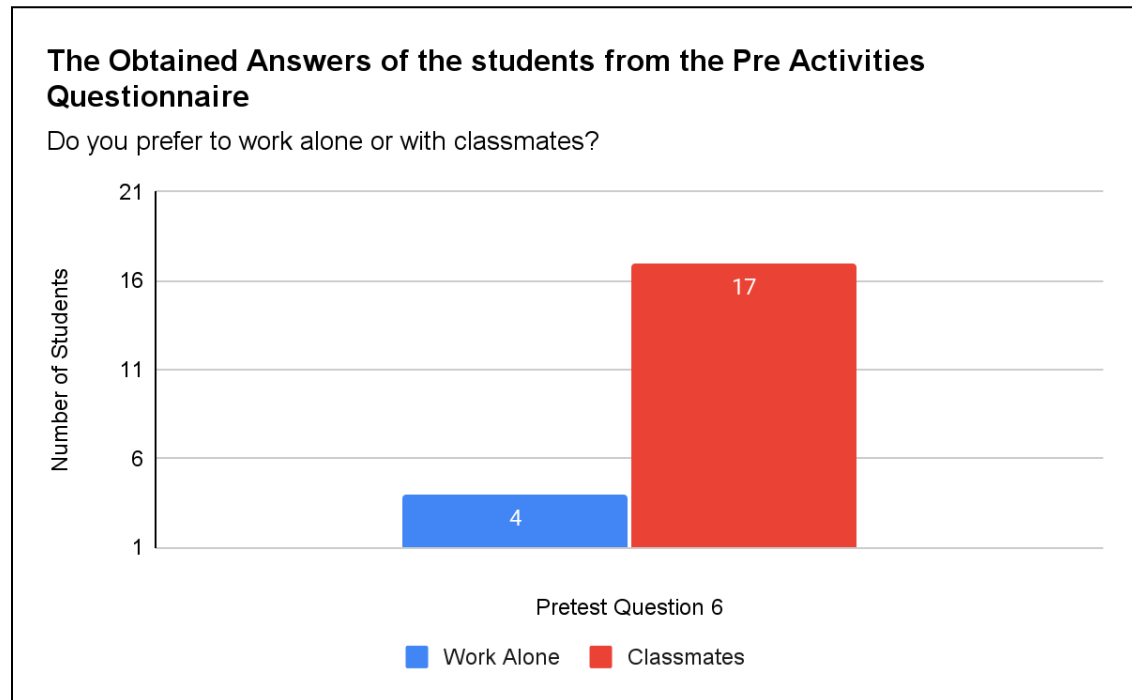


Figure 7: It represents the obtained answers of the students from the pre activities questionnaire. Source: The researcher's own creation.

The following results of Figure 7 show that 17 out of the 21 students preferred to work with their classmates than to work alone. Many ideas came to mind for the reason of the students who preferred to work with others. Could it be either because they wanted to talk to their classmates about unrelated aspects from the task assigned? or did they just feel more comfortable working with someone they knew and felt that they could do it better? There were 4 students who preferred to work alone in class. This is a low amount which demonstrates a big difference among the pupils who do prefer to work with classmates.

Figure 8. The Obtained Answers of the students from the pre activities questionnaire.

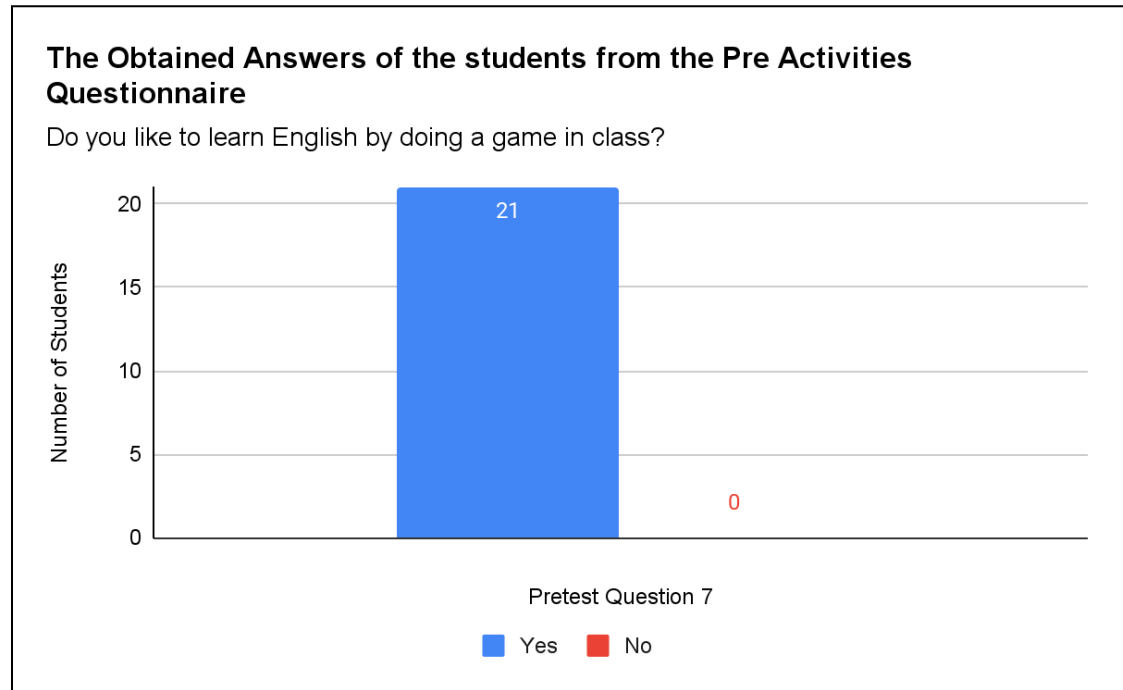


Figure 8: It represents the obtained answers of the students from the pre activities questionnaire. Source: The researcher's own creation.

Children love to play games whenever they can. The results for Figure 8 point out that all the student in the fifth-grade 5-1 class prefer to do a game to learn English. When they get the chance to learn English through group games in class, it can be expected that they will feel the same way.

Figure 9. The Obtained Answers of the students from the pre activities questionnaire.

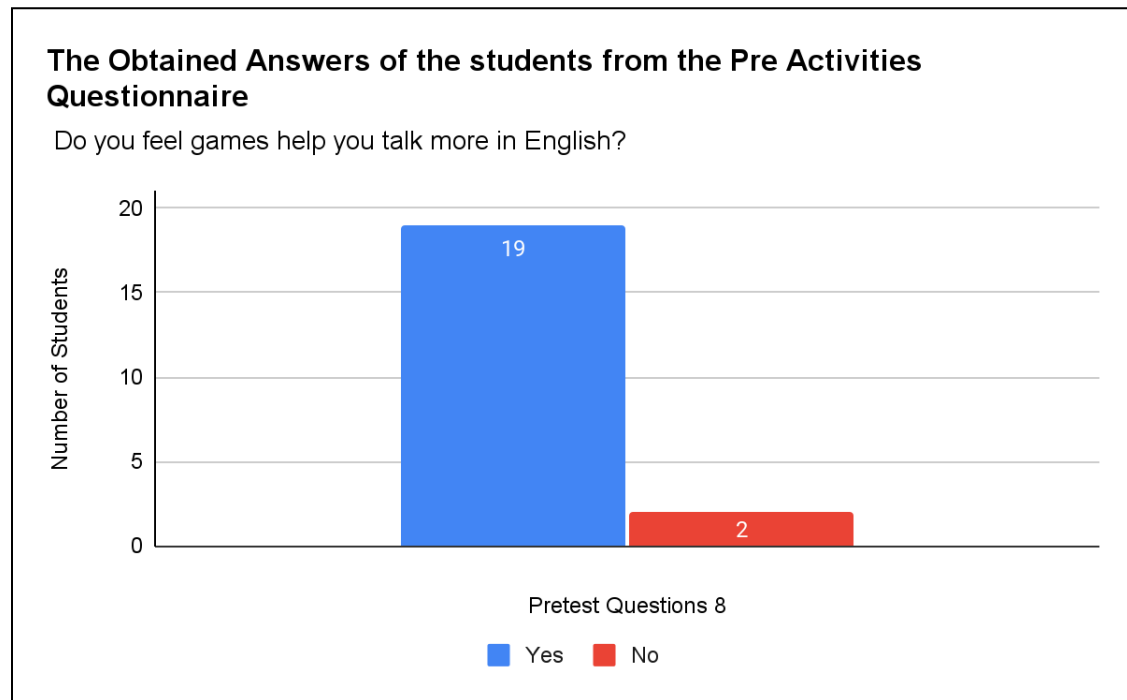


Figure 9: It represents the obtained answers of the students from the pre activities questionnaire. Source: The researcher's own creation.

The findings on the chart the above demonstrated that 19 students out of the 21 who were in the class thought that games would help them to speak in English. Only 2 did not think so. The reason for that could be identified when the group games were applied. It was possibly because games were fun and interesting compared to regular class lessons. This answer was understandable coming from the students since their opinion mattered for the research results to identify the effects of the group games. They were the ones who would experience the group games and who would take a step further to practicing their speaking skill through them.

Figure 10. The Obtained Answers of the students from the pre activities questionnaire.

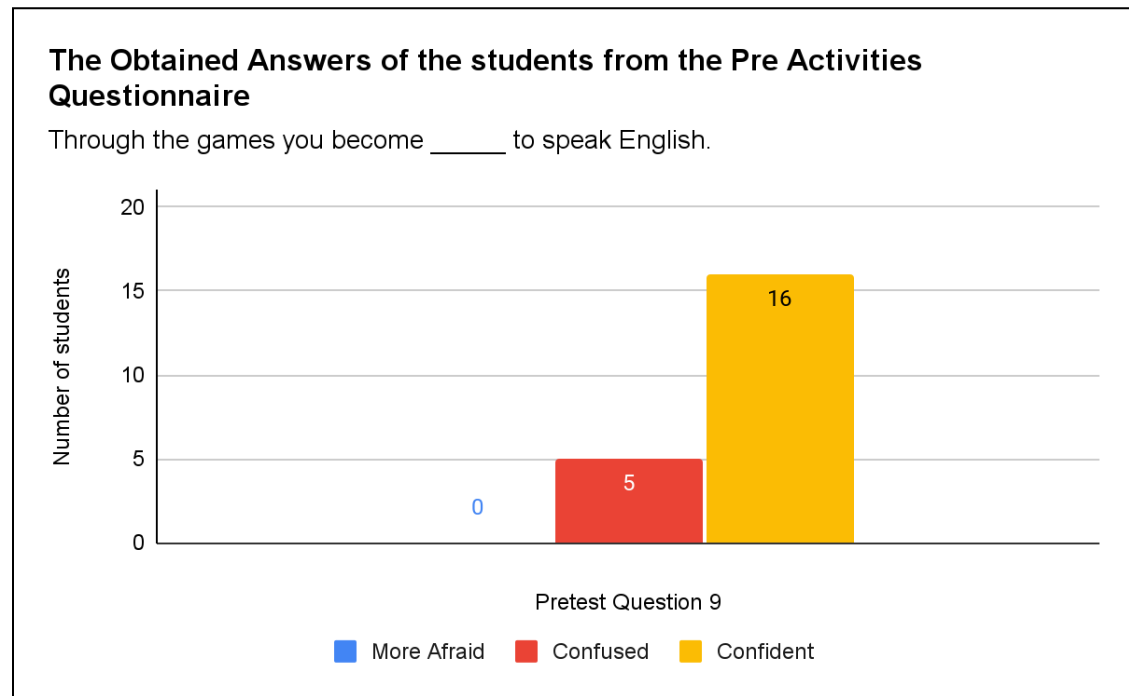


Figure 10: It represents the obtained answers of the students from the pre activities questionnaire. Source: The researcher's own creation.

By observing Figure 10, it was perceived that 16 out of the 21 students felt more confident to speak English through games. These results casted a light on the intent of using games for a lesson further on. There were 5 who answered that they became confused, and this could possibly be due to the comfort zone of not practicing speaking as often. By participating in games student would be able to feel better to speak to others and in regular lessons.

Figure 11. The Obtained Answers of the students from the pre activities questionnaire.

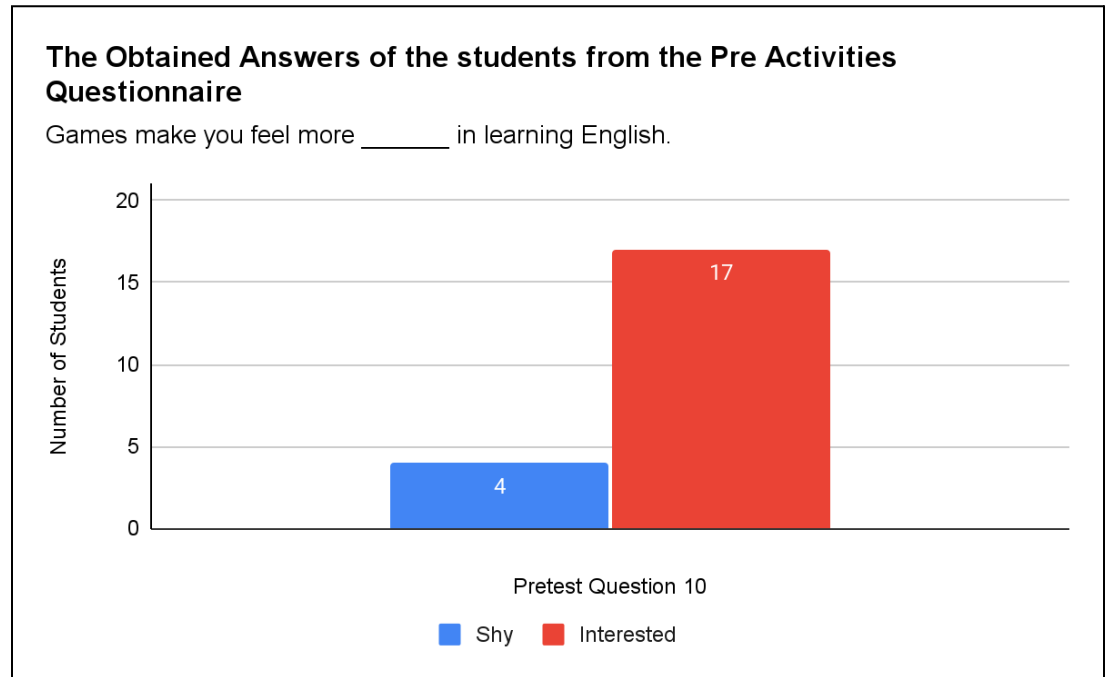


Figure 11: It represents the obtained answers of the students from the pre activities questionnaire. Source: The researcher's own creation.

The results on Figure 11 confirmed that most students felt more interested when playing games to learn English. The 4 remaining students answered shy, which was very common to be shy learning English in any form. It is expected further on that the games can convert shyness to interest depending on the type of game and interest of each student. This consisted of trying different games to adapt to the students' needs and personality. This has led to recognizing that students can try to get to know what they like or simply do not have to if uninterested and teachers would also be aware to take into account all of these aspects.

4.1.3 Evaluation Rubrics

After the students took the pre activities questionnaires, they were ready to do the group games on the following day. The pupils were evaluated individually, but the scores for each game were all taken into account as one percent for each skill and feeling evaluations taken from the 21 students. The skills evaluated were speaking skills and pronunciation and the feelings towards speaking English through the games. The first game that they played was the 'Tell Me Five' game where they were separated into three different groups. The chart below for Figure 12 provides information of the first game. According to the chart, the majority shows as 'excellent' towards feelings. It can be seen there is a very reduced number for 'needs improvement'. As for the speaking skills, it can be observed that a lower amount scored 'excellent' and it shows 'good' just a bit lower, although there is still some students that scored 'satisfactory' and 'needs improvement.' In regards to pronunciation the students 'excellent' rose higher than the other skill and feelings. Only a few of them scored 'good' since most scored 'excellent.' Overall, most scored high for 'excellent' for all skills.

Figure 12. Percentage of the scores from all students' evaluation rubrics of the Tell Me Five Game.

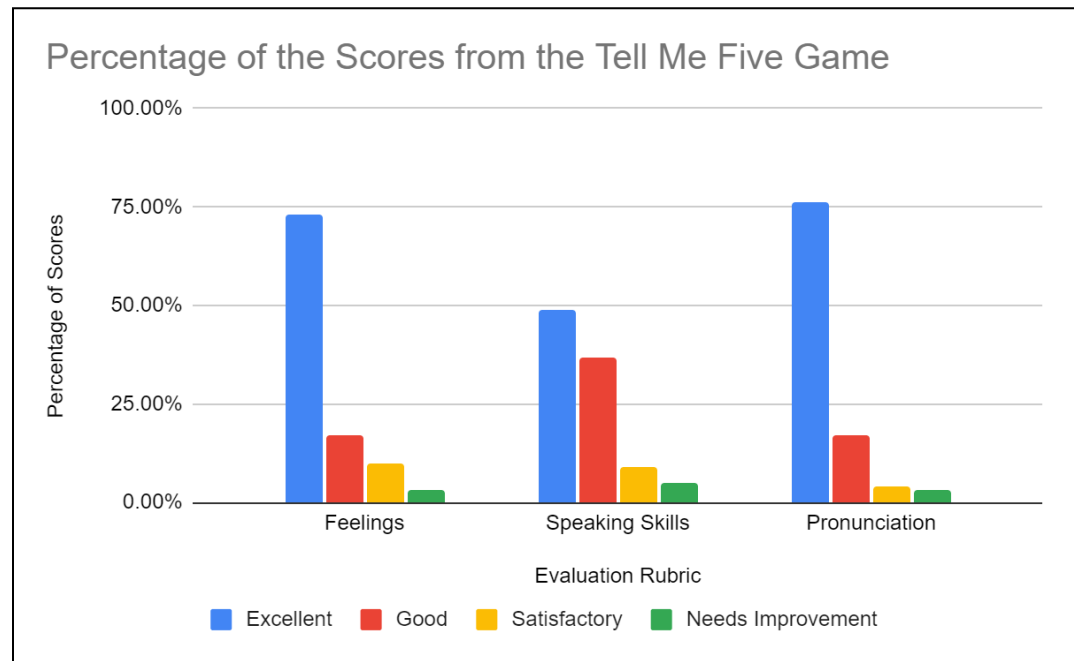


Figure 12: It represents the percentage of the scores from all students' evaluation rubrics of the Tell Me Five Game. Source: The researcher's own creation.

The bar chart below for Figure 13 illustrates that feelings towards this game were scored 'excellent' from 60% to 75%. However the percentage for 'good' fell to almost 25% scored by the pupils. There were only a few whose feelings were shown down towards the game. By seeing the speaking skills, it can be seen that almost 75% of all the students scored 'excellent.' About more than 10% scored 'good.' With regard to the speaking skills scores for 'satisfactory' and 'needs improvement' just a low number of about less than 10% of students had got them. From observing pronunciation the score for 'excellent' remains high and the students who scored 'good' is reduced. Looking at the ones who scored 'satisfactory' it shows a higher percentage than the other skills.

Figure 13. Percentage of the scores from all students' evaluation rubrics of the Salad Bowl Game.

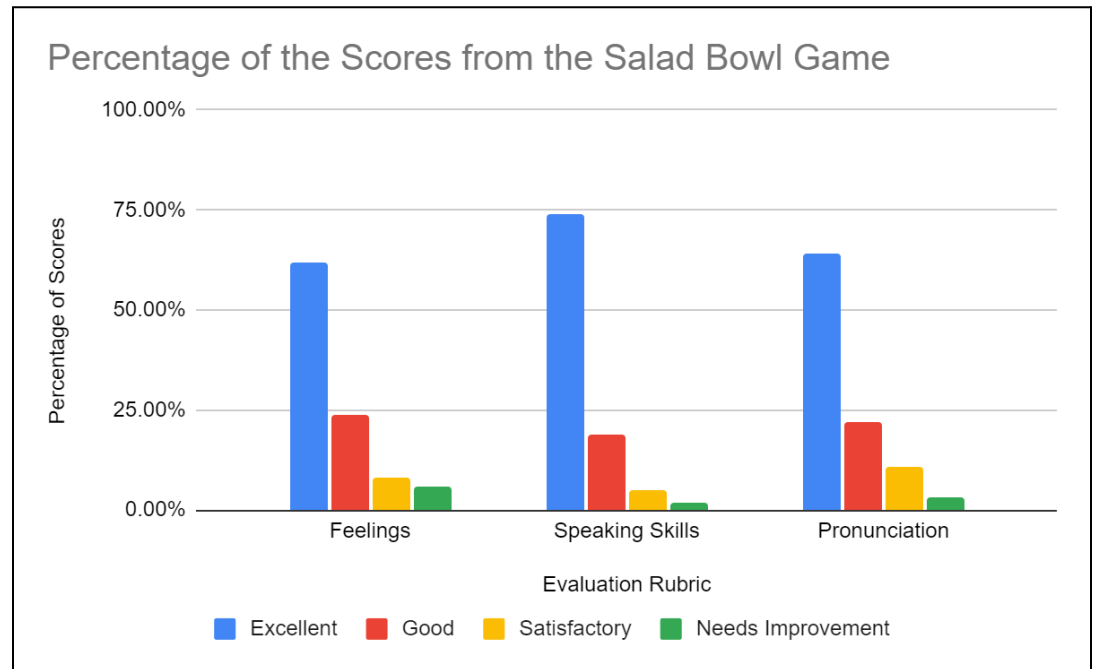


Figure 13: It represents the percentage of the scores from all students' evaluation rubrics of the Tell Me Five Game. Source: The researcher's own creation.

The graph Figure 14 indicates the percentage for the feelings where the students who scored 'excellent' were about a little over 75% which can be considered high. As for the ones who scored 'good' 'satisfactory' and 'needs improvement' it is seen as a dropped percentage. The speaking skill had a lower score for 'excellent, were it can be seen that 'good' is relatively higher about more than 40% of the students scored it. Although there were still some students who scored 'satisfactory' and 'needs improvement' for speaking skills. There was also a fairly lower percentage of the score 'excellent' for the pronunciation skill for this game. Nevertheless the score for 'good' appears to be quite higher and just a low percent of the students scoring 'satisfactory' and 'needs improvement'. Surprisingly this game had scores that were lower for the skills, although for the feelings it was rather higher.

Figure 14. Percentage of the scores from all students' evaluation rubrics of the Salad Bowl Game.

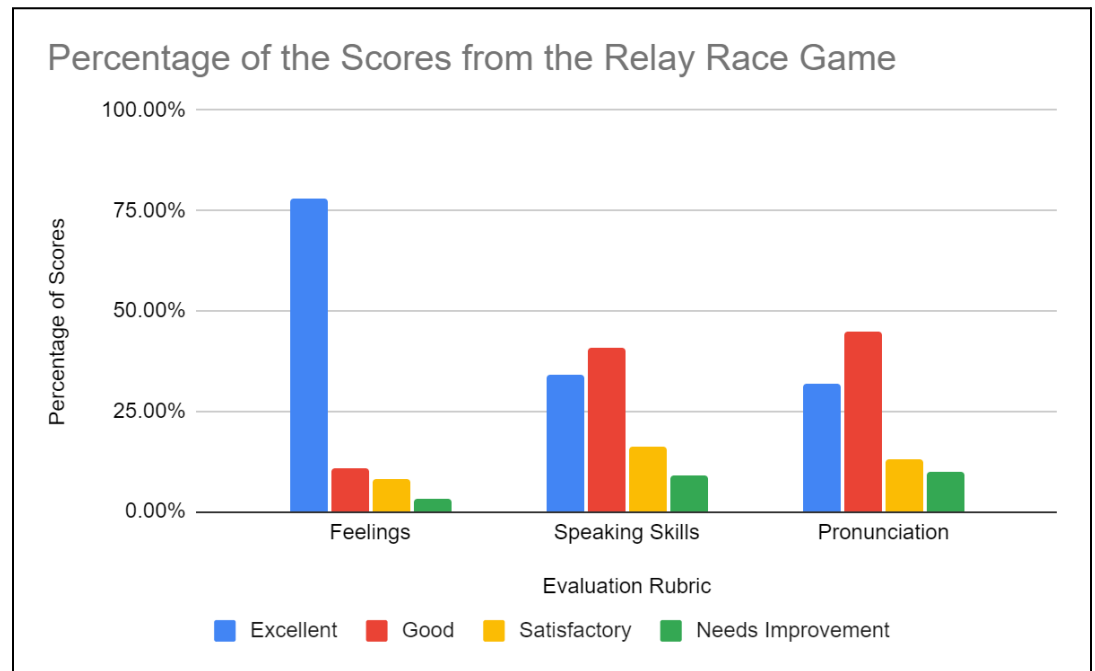


Figure 14: It represents the percentage of the scores from all students' evaluation rubrics of the Relay Race Game. Source: The researcher's own creation.

4.1.4 Post Activities Questionnaire

When the students had already completed all the games a post activities questionnaire was given to them to complete. They all took the tests individually. The tests had the purpose of discovering the differences to compare the before and after results of the students' problems using English, regarding their feelings, interaction with other classmates, and preference for the application of games or not in class. This was ideal to recognize the effects of the games when the students performed them since this was what the investigation was about. How their feelings and issues with the language changed are part of the effects provoked by the games to expect.

Figure 15. The Obtained Answers of the students from the post activities questionnaire.

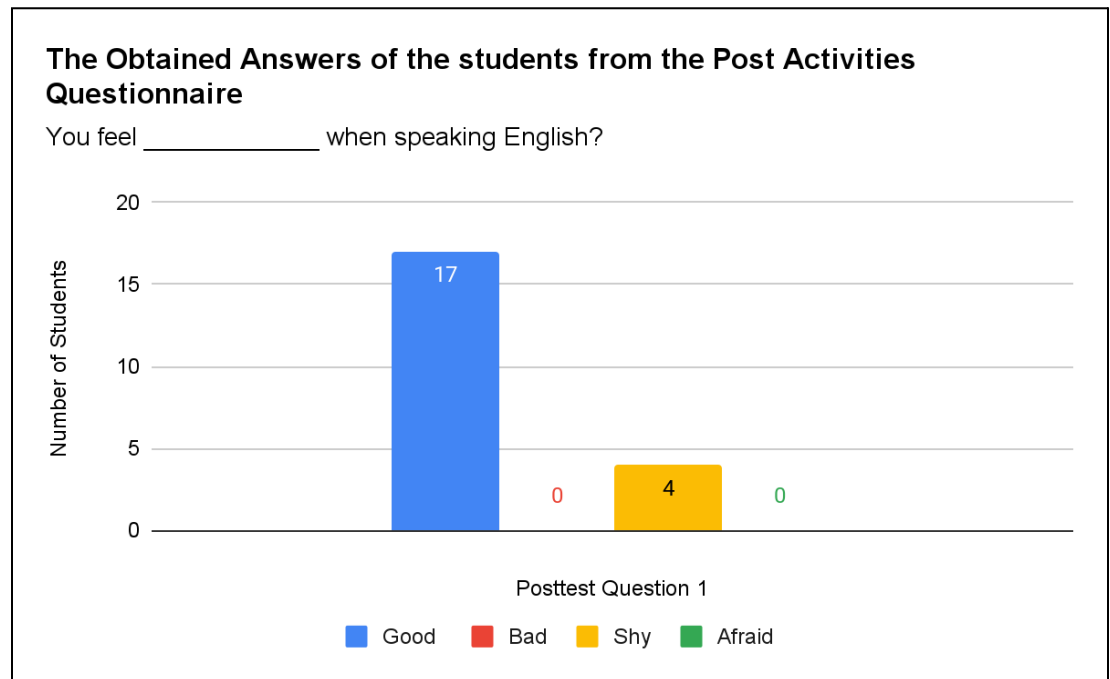


Figure 15: It represents the obtained answers of the students from the post activities questionnaire. Source: The researcher's own creation.

The data obtained from the post activities questionnaire was a noticeable change in answers from the pre activities questionnaire. The results for Figure 15 indicated that 17 students out of the 21 felt good when speaking English and only 4 felt shy. This was a great difference from the pre activities questionnaire since they also felt afraid or bad. The chart does not indicate any answer for bad or afraid this time.

Figure 16. The Obtained Answers of the students from the post activities questionnaire.

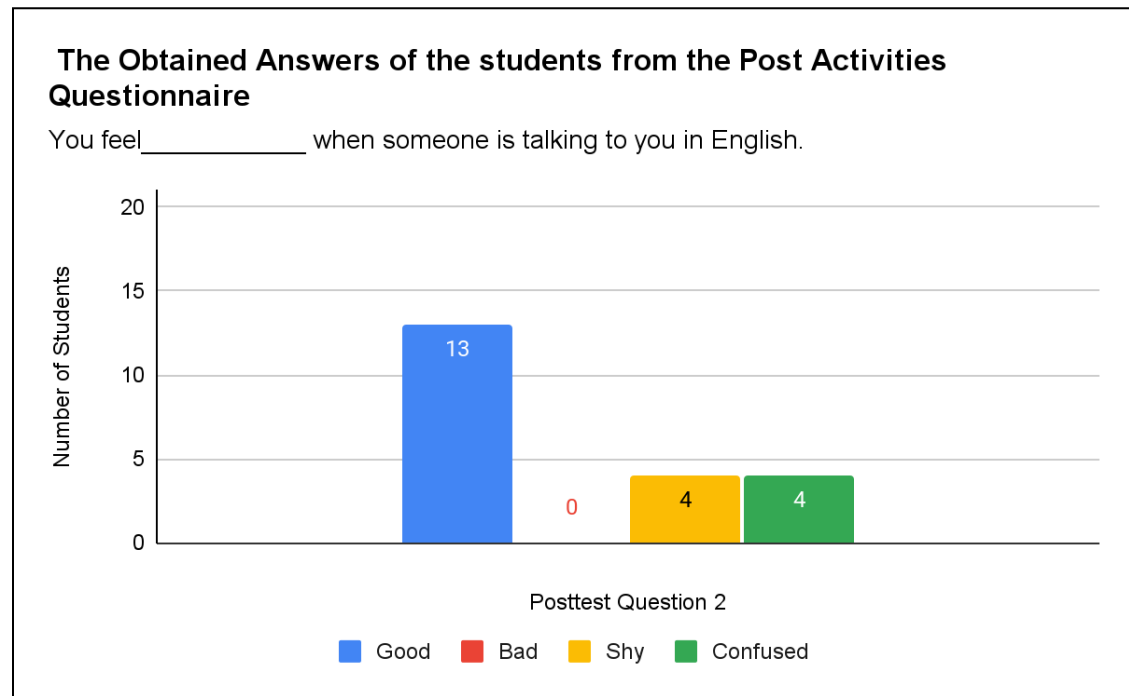


Figure 16: It represents the obtained answers of the students from the post activities questionnaire. Source: The researcher's own creation.

Superior results were seen for Figure 16, where 13 students out of the 21 students felt good when someone was talking to them in English. The games provoked them to desire to understand what the other classmate was saying. The 8 remaining students showed that 4 still felt shy and 4 still were confused. The effects expected through the results show lack of attention or knowledge of the meanings of words evoked this to happen. It was expected to still feel confused or shy. That would not disappear right away; although, it did help to keep practice speaking through the group games.

Figure 17. The Obtained Answers of the students from the post activities questionnaire.

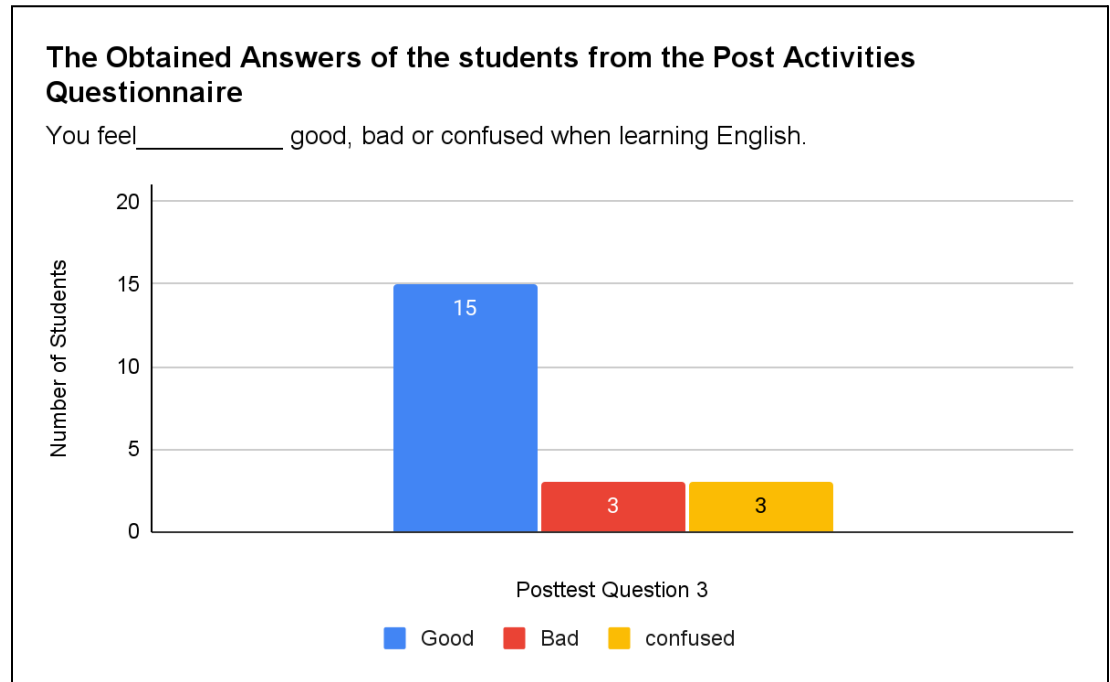


Figure 17: It represents the obtained answers of the students from the post activities questionnaire. Source: The researcher's own creation.

Students are required to learn English for better future opportunities. Although some children see it as an obligation and not as something they would need in the present moment, the need is there. That is why they might lack interest. This brings to the results for Figure 17 which led to 15 students out of the 21 students to feel good when learning English. This was the same result from the pre activities questionnaire. It was likely that the students are thinking the same way because the question indicated only learning English in general and not through games.

Figure 18. The Obtained Answers of the students from the post activities questionnaire.

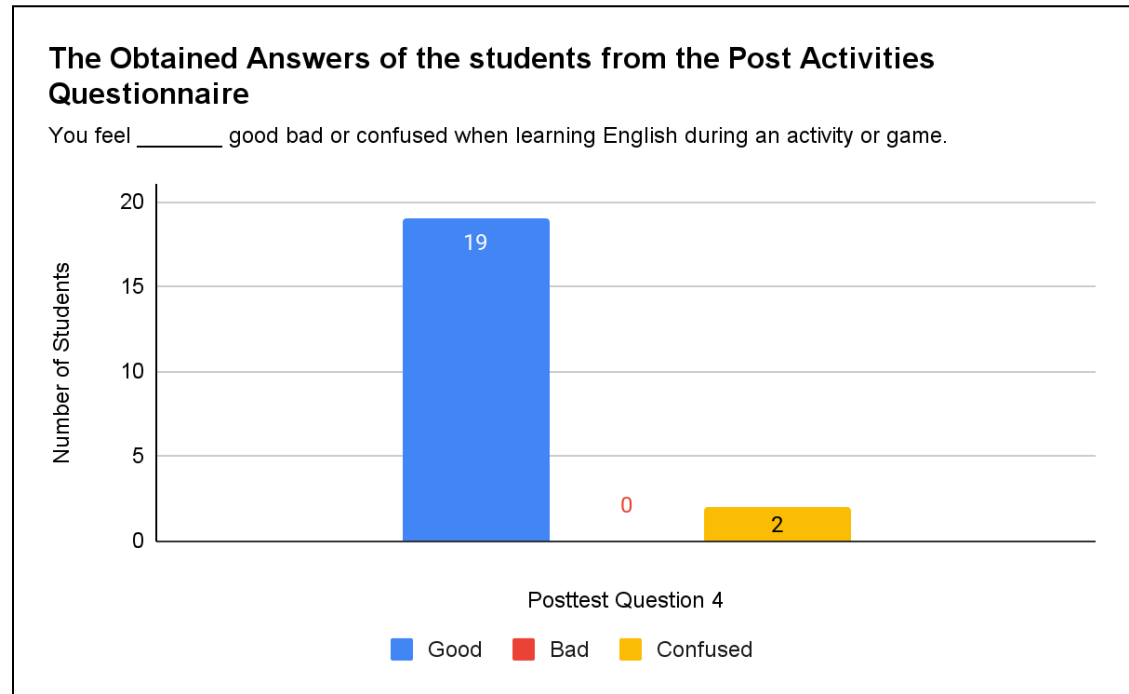


Figure 18: It represents the obtained answers of the students from the post activities questionnaire. Source: The researcher's own creation.

The findings on Figure 18 demonstrated that the majority of students preferred to learn English during an activity or game which was almost the same results as the pre activities questionnaire. It showed one student did change his mind after the participation in the games. Surprisingly, the games changed this student's mind from noticing the difference in the results. However, it also exposed 2 students who remained confused. If these students continue to be confused, it is expected that the teacher identifies the issue causing the confusion.

Figure 19. The Obtained Answers of the students from the post activities questionnaire.

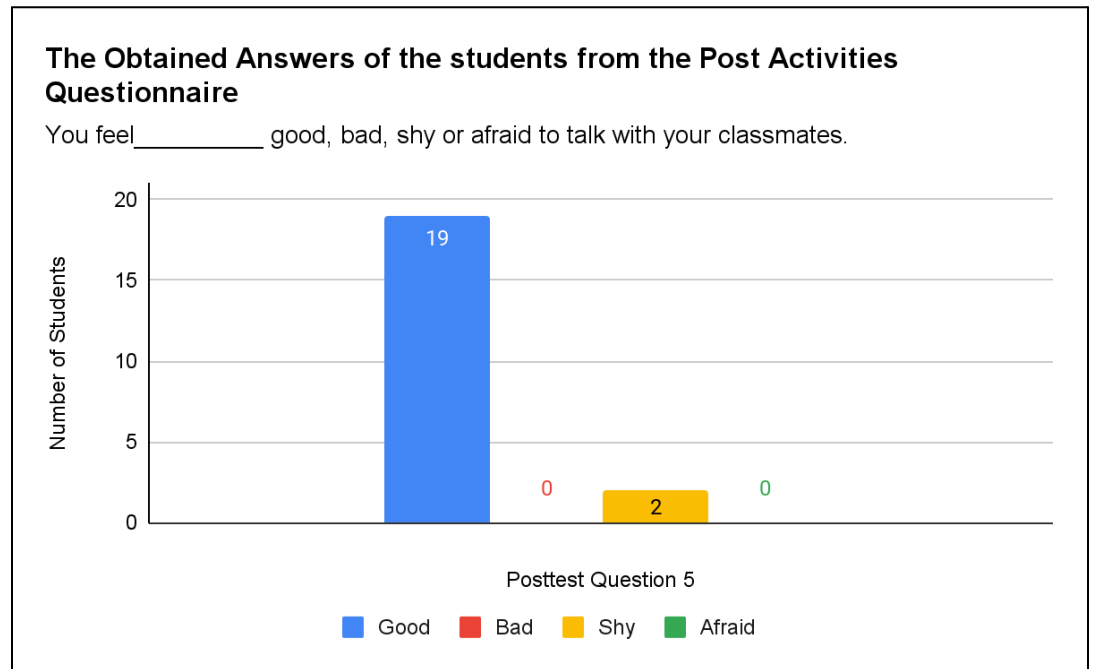


Figure 19: It represents the obtained answers of the students from the post activities questionnaire. Source: The researcher's own creation.

In the chart above the results exposed that 19 students out of the 21 students were good to talk to their classmates. In this chart it also showed 2 who still were shy. There was only 1 student compared to the pre activities questionnaire who changed their mind about talking to classmates. The results came up with this behavior from previous charts. This shows us that this was very common in the classroom, students daily talk to each other, and they would talk about aspects which would not involve school work. By placing the group games in the lessons, it provided an opportunity for them to talk to each other even if it were for school work. Their interaction was what counted and by adding an English speaking topic it would become educational and fun.

Figure 20. The Obtained Answers of the students from the post activities questionnaire.

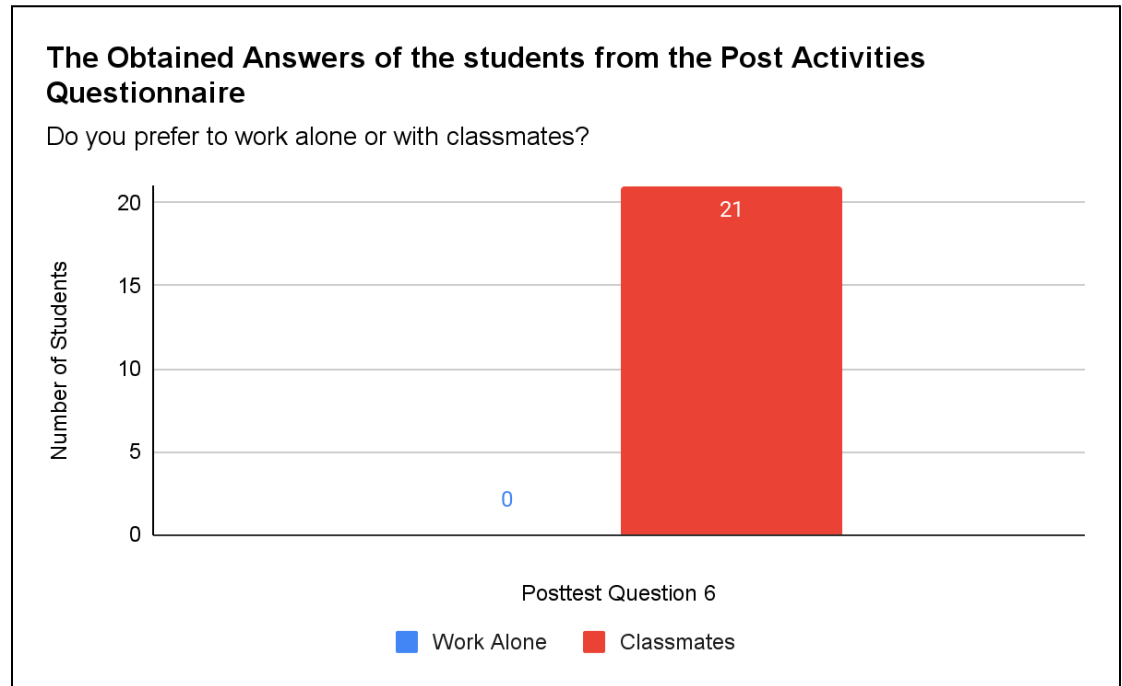


Figure 20: It represents the obtained answers of the students from the post activities questionnaire. Source: The researcher's own creation.

On the pre activities questionnaire, 4 students answered that they preferred to work alone. The findings on the results of the post activities questionnaire for Figure 20 indicated that all of the students would rather work with classmates. This signified that the group games did have an effect on some students due to the change of answers. The games could have caused students to feel motivated; therefore, wanting to be a part of something which was fun and of noticeable interest.

Figure 21. The Obtained Answers of the students from the post activities questionnaire.

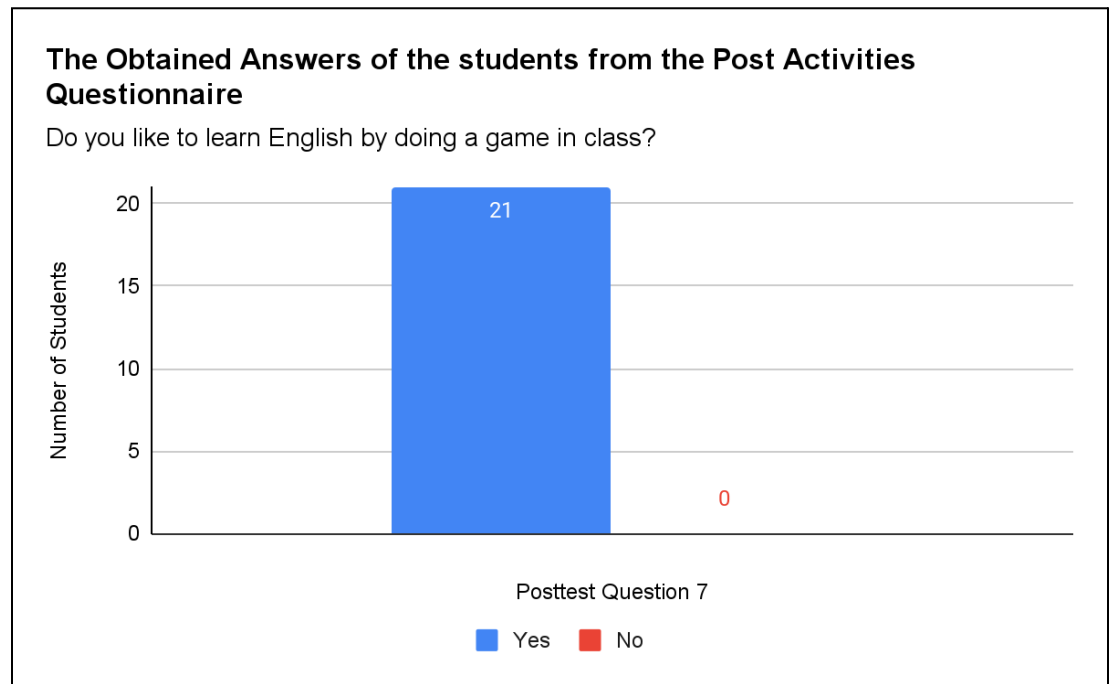


Figure 21: It represents the obtained answers of the students from the post activities questionnaire. Source: The researcher's own creation.

Just like the answer on the chart before, it is clear that Figure 21 shows that all 21 students liked to learn the language. This was the same answer for the pre activities questionnaire. The students are more likely to want to have a lesson involving a game to speak English. Games created a fun environment, and it is a social task done by them which became entertaining and enhanced the English speaking skill differently to how it was regularly is done. Therefore, it made the student pay a greater amount of attention, and they learned more English vocabulary and grammar through speaking and not just reading and writing. Although some games can involve reading, by adding speaking too, it is very adaptable.

Figure 22. The Obtained Answers of the students from the post activities questionnaire.

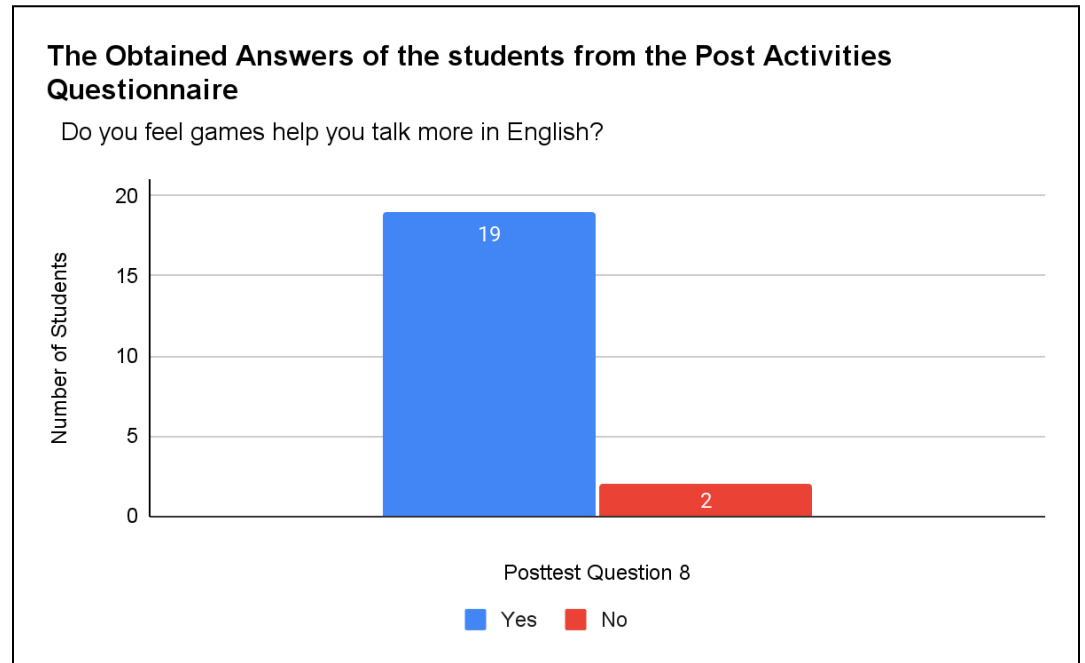


Figure 22: It represents the obtained answers of the students from the post activities questionnaire. Source: The researcher's own creation.

From viewing Figure 22, it appears that 19 out of 21 students responded 'yes' to games being helpful to talk in English. From the looks of the results, students were more enthusiastic about speaking English to win the game. The group games contributed by making students speak to the other students to reach the goal of winning. The results for Figure 22 were the same as the pre activities questionnaire results. Games made education enjoyable, and it did make the students who did not speak or participate before, participate and be more interactive through the application of the games.

Figure 23. The Obtained Answers of the students from the post activities questionnaire.

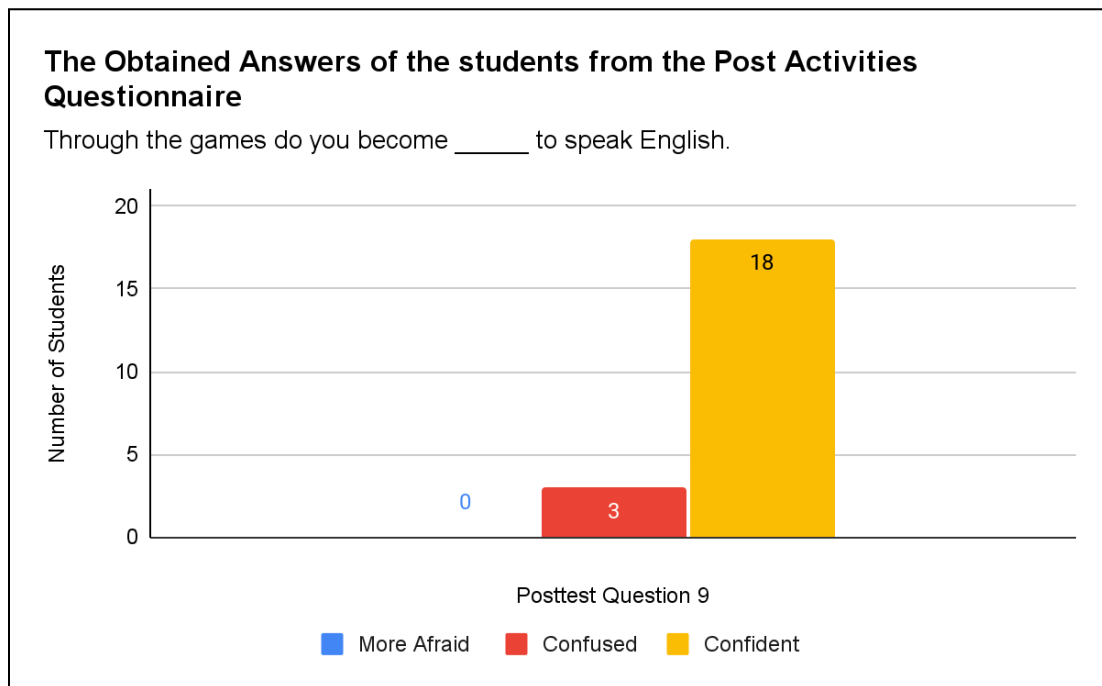


Figure 23: It represents the obtained answers of the students from the post activities questionnaire. Source: The researcher's own creation.

Many students lack confidence when speaking another language in front of others. The results for Figure 23 show that through games 18 out of 21 students expressed to have felt confident speaking. It also indicates that 3 felt confused. On the pre activities questionnaire, the results showed 5 being confused. If more students were confused before the group games and now there are less confused, then it is expected that the group games will keep proving more confidence to come from the students. Encouragingly, the effects of playing the games are being perceived through the results. There is a surge of motivation to complete the tasks of the game. The competitiveness is what cause the excitement for them. Each group wanted to win whether there was a price or not the group games made it up for an entertaining lesson.

Figure 24. The Obtained Answers of the students from the post activities questionnaire.

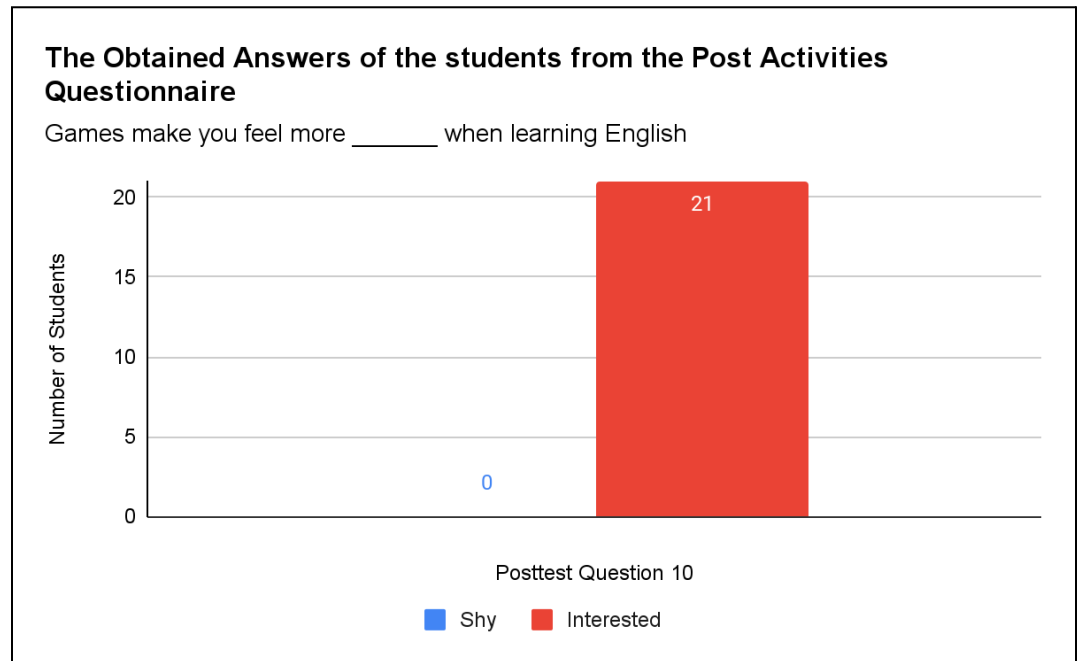


Figure 24: It represents the obtained answers of the students from the post activities questionnaire. Source: The researcher's own creation.

Overall, the games did produce some changes to the answers from the pre activities questionnaire and post activities questionnaire. The results seen on Figure 24 display the 21 students' feeling of being more interested of learning English. This was a highly noticeable difference from the answers provided on the pre activities questionnaire, were 4 students expressed that they were shy. Based on the post activities questionnaire, students were much more interested. If the group games continue to be applied then it is anticipated that interest will be kept in learning when group games are performed. They were not required to be placed for every lesson because it is necessary for them to learn all the English skills as well. Although, from time to time using group games to enhance the skill is very

useful and through the results observed the changes and effects reached a point of awareness.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the Conclusion

Games are great to get students to use the English-Speaking skill. It is even better if games are in groups since students will have to communicate amongst each other.

Therefore, the purpose of this investigation was to acquire the conclusion of the effects which the group games created to comprehend the student's feelings, problems, and skills when using the target language. By analyzing the effects of the games the research field reached a conclusion to the problems which were unknown before the investigation. The conclusions on this chapter came from the findings from the specific objectives and research question.

5.2 Conclusions

5.2.1 To analyze the effects of group games in class for the improvement of the student's speaking skills at Escuela San Lorenzo de Tarrazu School for the fifth-grade 5-1 class during the first quarter of 2023.

This study was fulfilled to analyze the effects of group games on students to use more speaking English Language in class; hence, improving speaking. This was to make awareness of the fact that the speaking skill is very important in the process of acquiring the language. To conclude this general objective, it was brought to light the researched studies of the implementation of games to use speaking skill to learn English in class. From what was researched, it was assumed that the games do have an influence on the students' learning process. With the studies and the games implemented, the analysis of

aspects such as the effects produced by the group games which were mainly shyness, confidence, fear, excitement, and motivation to distinguish them from the feelings, problems, and skills which needed to be improved to use the language. The results of the group games proved that there was a change in the students when interacting through the group games and with classmates when speaking English. They tended to speak more and with confidence when it was conducted through group games.

5.2.2 To identify speaking problems in group games in class for the improvement of speaking skills for the fifth-grade 5-1 group.

Based on the study researched, it led to the conclusion that for this specific objective the identification of speaking problems was recognized in the group games. Even from the observation of the first lesson, it was perceptible that students feared participating and speaking the English Language. When the first game called 'Tell Me Five' was completed, students who were shy and afraid to speak, slowly came out of their comfort zone by participating with other classmates. Their reaction to the teacher giving a regular lesson which did not involve a game compared to a game was detectable since students who did and did not respond or understand or speak were counted as part of the times participating on the checklist. The students who did not answer to the teacher at all appeared to be shy mostly due to not comprehending the instructions. Moreover, those who feared embarrassment in front of the other classmates were detected. During the group games, those same shy students seemed more confident saying an English word to one another before giving out the answer. From identifying the effect of the game relating

to problems, it could be determined that the interaction of other students made the rest more confident to speak in the meta language.

5.2.3 To adapt speaking group games for the enhancement of the student's speaking skills for the fifth-grade 5-1 group.

There are plenty of games which can be used to learn and speak English. Although coming to a conclusion for this specific objective, the games used for this investigation were researched and used, but they also had to be adapted to the goal of the investigation, which was enhancing the speaking skill. Nevertheless, the games also had to be restructured by including the topic being studied in the lesson of the class. Since students were learning two topics, they had to be included in the purpose of the group games. Some games were also not group games, but they could be adapted to becoming group games. The purpose of this was to be able to enhance a skill and in this case, the skill to improve was Speaking. Many games were found, although only three were chosen to best fit the investigation. The effects were investigated to have the best apprehension of how to make students speak and communicate in English. The implementation of the adapted games exposed just a few faults which were fixed for further adaptations; for instance, for this fifth-grade 5-1 class the game called "Relay Race" was best to have the students seated because the game was done standing up and it became disorganized and noisy from the excitement of the students. Some students had trouble hearing the question and repeating because of the noise. However, this game might work better for other groups by standing up or having just one group participate at a time. It all depends on different types of factors coming from the group.

5.2.4 To evaluate the speaking skills among students while implementing group games for the fifth-grade 5-1 group.

The use of speaking skills during the group games was the most important aspect to investigate since this was what was to be improved. Evaluating the effects which were produced from the group games was a relevant source of information to know how to get to the goal of enhancing the speaking skill by reviewing the scores. This contributed to conclude that testing the feelings, problems, speaking skills and pronunciation was helpful to evaluate the effects of the games. To understand that through the group games the students are willing to speak more since the games make them speak due to the rules. Otherwise, if they do not speak when the game is in motion, it will not produce the desired result. Therefore, by not being able to complete it, no output will not be noted. In a way the group game pressured them to participate since they were willing to reach a goal, which was completing the task first and winning against the other groups. This motivated the students to speak; so it was advantageous to have them speak for any evaluation of pronunciation, and it was a resource for the use of speaking skills. In this case, the evaluation was through evaluation rubrics to discover the different scores relating to feelings, speaking skills, and pronunciation coming from them. Their interaction was proven through the fulfillment of the group games, where many who did not seem interested, or participated in responding or speaking English in the first observation, did accomplish the task of speaking and participating in the linguistic group game.

5.3 Restatement of the Research Question

The Research question was stated as: “What are the effects of group games to improve speaking skills in fifth-graders 5-1 group at Escuela San Lorenzo?” and it was profoundly researched and analyzed through other studies, books, and application of group games. This investigation demonstrated that through the implementation of group games, effects are obtained, and by analyzing and comprehending the effects the English-speaking skill can be improved in the aspect of utilizing more the oral spectrum in class through games. The problem which some student experience according to different sources which were analyzed is the lack of use of speaking skills because teachers focus more on the written and grammar part during the instruction of the subject. Students regularly are used to attend repetitive classes, repeating some words or songs after the teacher, and then they watch a video or listen to their instructor explaining and asking to complete worksheets. This does not happen in all schools, and the routine does change from time to time. Even though there might not be as much speaking practice in one whole lesson because the teachers have to focus primarily on all skills, there is some speaking practice. The question that was investigated goal intended to enhance the speaking skill by acknowledging the effects that a task, group games in this case, had on students to get to know their use of the language through speaking and to create a more adapted lesson by comprehending the students’ areas of improvement and needs within the speaking skill. These claims are based on different sources around the world which state that many people feel afraid speaking to someone or in front of others even in their native language, so it is understandable that when learning a new language this can be nerve-racking. There are also many different personalities and needs that teachers must notice to bring out the best in students before doing a task. For that reason, it is optimal to research the effects of group games. It could be just games,

but the focus of this research made it better as groups, due to the fact that they had to interact with other classmates to communicate the goal of the game and win. A regular game can just have the classmate think on their own; nonetheless, it might result in making them not to speak at all. The purpose of learning English is to be able to speak to others in this language even for further instances. Having students enhance their speaking skills, is intended to contribute to the usage of speaking in the target language in a regular lesson without games since they gained more confidence from these strategies. The students and teachers benefited from the games through the completion of a task, learning, and reaching the goal of frequently speaking in English.

5.4 Unexpected Results

Based on the realization of the game, an unexpected result was the memorization of moments which happened during the group games coming from student's experiences. There were instances which made students remember a sentence or word in English. When they repeated what they experienced they mentioned the moment when one student said a certain question the other team was very behind. This result was helpful for them in remembering what was being studied in class and the goal of learning English.

5.5 Recommendations

Based on the results of the study, the researcher recommends suggestions for English teachers.

5.5.1 Recommendation for Teachers

Teachers should do more games in class as a lesson at least 2 times a week to get the students to feel motivated about speaking another language. This creates a step further to making students graduate with enthusiasm and more knowledge of the English Language since many

students forget what they learned after graduating due to a lack of interest and motivation. The excitement within a lesson allows for students to pay more attention and by paying attention the students will surely understand what is being taught. Teachers can also include more focused speaking activities or exercises that can be different from games so that the students practice more oral or conversational language if time does not permit a game to be performed.

ANNEX

1. Observation Checklist (3.5.1)

Escuela San Lorenzo de Tarrazu Fifth-grade group

Date: 2/27/2023

Topic: WH questions

Quarter: I

Did the students...?	0-2 times	3-4 times	5 or more times
Respond in English			
Understand spoken English			
Use correct grammar			
Pronounce and enunciate words correctly			
Kept paying attention			
Seemed interested			
Seemed afraid			

2. Pre Activity Questionnaire and Post Activity Questionnaire (3.5.2)

1. Do you feel _____ when speaking English?

A. Good

B. Bad

- C. Shy
 - D. Afraid
2. Do you feel _____ when someone is talking to you in English?
- A. Good
 - B. Bad
 - C. Shy
 - D. Confused
3. Do you feel _____ good, bad, or confused when learning English?
- A. Good
 - B. Bad
 - C. Confused
4. Do you feel _____ good bad or confused when learning English during an activity or game?
- A. Good
 - B. Bad
 - C. Confused
5. Do you feel _____ good, bad, shy, or afraid to talk with your classmates?
- A. Good
 - B. Bad
 - C. Shy

D. Afraid

6. Do you prefer to work alone or with classmates?

A. Work alone

B. Classmates

7. Do you like to learn English by doing a game in class?

A. Yes

B. No

8. Do you feel games help you talk more in English?

A. Yes

B. No

9. Through the games do you become _____ to speak English.

A. More afraid

B. Confused

C. Confident

10. Do games make you feel more _____ when learning English?

A. Shy

B. Interested

3. Evaluation Rubrics (3.5.3)

Escuela San Lorenzo de Tarrazu Fifth-grade group

Date: 3/2/2023

Topic: Consonants TR, ST, PL/ WH questions **Game:** Tell me five/ Salad Bowl/ Relay

Race

Quarter: I

Group game Effects	4-Excellent	3-Good	2-Satisfactory	1- Needs Improvement	Score
Feelings	Had fun and was confident and knowledgeable	Excited, although a bit confused.	Felt good and bad, at times had trouble understanding.	Did not have fun. Was shy and confused.	
Speaking Skills	Great, fluency, grammar, and clarity	Good although failed on one occasion on fluency grammar or clarity	Has to improve more, has failed 2-3 times on fluency grammar or clarity	Failed most of the fluency grammar or clarity	
Pronunciation	Speaks clearly (100%-95%) of the time and does not mispronounce.	Speaks clearly (100%-95%) of the time but does mispronounce one word.	Speaks clearly (95%-85%). Mispronounces words 2-3 times.	Mumbles or mispronounces (3+) words.	
Total					

____ / 12 possible points

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