

**TEACHING SPEAKING SKILL THROUGH TABOO GAME  
AT THE TENTH GRADE SCIENCE- MATHEMETICS STUDENTS  
OF EKKAPAPSASNAWICH ISLAMIC SCHOOL THAILAND  
2023-2024 ACADEMIC YEAR**

**THESIS**

Submitted to the State Islamic University of Kiai Haji Achmad Siddiq Jember  
To fulfill the requirements of Bachelor's Degree (S.Pd.)  
Faculty of Tarbiyah and Teacher Training  
English Education Study Department



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NOVEMBER 2023**

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To fulfill the requirements of Bachelor's Degree (S.Pd)  
English Education Program  
Islamic Studies and Language Education Department  
Faculty of Education and Teacher Training

Day and Date: Thursday, 14<sup>th</sup> of December 2023

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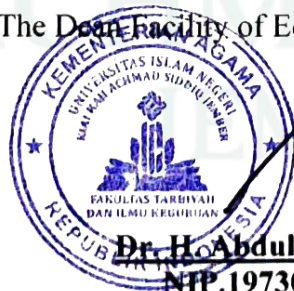


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## MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِلَّتِي هِيَ أَحْسَنُ

*Ask (humans) to the way of your Lord with wisdom and good teaching, and argue  
with them in a good way.*

*(QS An Nahl: 125)<sup>1\*</sup>*



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\* Dr. Muhammad Taqi-Ud-Din Al Hilali, and Dr. Muhammad Muhsin Khan, *Translation of the meaning of THE NOBLE QUR'AN In the English Language*. (Madinah, K.S.A: King Fahd Complex for the Printing of the Holy Qur'an, 1998)

## DEDICATION

I dedicate this thesis to:

1. Allah SWT, the lord of the world, who has granted me a lot of mercies and blessing. So that, I can complete this thesis as well as possible.
2. My family, father, mother and brother. Thank you for always supporting me in many ways.
3. All kinds people around me including my close friends, seniors and juniors who bring positive vibes in my circumstances, giving some suggestion, opinions, and advice. Thanks a lot.
4. Lastly, those who cannot be mentioned individually yet have supported the writer to finish this thesis. Thanks a lot.



## ACKNOWLEDEEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, all praises due to Allah SWT for giving me mercy, blessing, healthy, opportunity, and inspiration to finish my undergraduate thesis. Secondly, my sholawat and salam to prophet Muhammad SAW who has guided us from the darkness to the lightness and brought us from stupidity to the cleverness era.

The researcher really realized that this undergraduate thesis would not finish without help and guidance from other people. The researcher would like to express her gratitude and appreciation to the honorable people who gave their help, encouragement, and countless contribution to the researcher in the process of the study:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as the Rector of UIN KHAS Jember.
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5. As'ari, M.Pd.I. as my thesis advisor, who has given me the guidance, suggestions, and patience.
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9. All the staff of main library of UIN KHAS, thank you for helping the writer in finding many references.

Finally, the researcher recognized that this thesis is far from perfect, but the writer hopes that it will be beneficial and valuable to future researchers and readers in the teaching-learning process, particularly in the speaking skills.

Jember, December 14<sup>th</sup> 2023

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## ABSTRACT

Samawee Looklem, 2023: *Teaching Speaking Skill through Taboo Game at The Tenth Grade Science-Mathematics Students Program of Ekkapapsasawich Islamic School Thailand 2023-2024 Academic Year.*

**Key Words:** Teaching Speaking Skill, Taboo-Game.

Speaking ability is one of the English skills that crucially needed to be mastered by members of Ekkapapsasawich Islamic School Thailand. However, some difficulties and problems in English speaking found, the researchers tried to observe the English teaching and learning problems, he found that the student got difficult to pronounce the sentence, did not confident, most of them were not fluency, besides, the students could not speak English grammatically. Here, the strategy chosen by English teachers at was taboo games, where this strategy is interesting for the research because the game was effective for student's engagement in English speaking.

The research focus were: 1) why does the teacher use taboo game in teaching speaking skill at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year? 2) How do students respond to teaching speaking skill through Taboo Game at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year?. The goals of this research were: 1) To elaborate the reason why the teacher used Taboo Game in teaching speaking skill at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year. 2) To elaborate the students' respond in teaching speaking skill through Taboo Game at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year.

In this study, the researcher used case study as the research design. This study has been conducted at The Tenth Grade Science-Mathematics Students Program of Ekkapapsasawich Islamic School Thailand where there 44 students. The data collection method used included observation, interview and document review. While, the data validation used consisted of source triangulation and technique triangulation.

The result showed that Teaching Speaking Skills Through Taboo Game At The Tenth Grade Science-Mathematics Students Program of Ekkapapsasawich Islamic School Thailand 2023-2024 Academic Year have two specific explanations, those were the reason and the students' respond to teach speaking through taboo game to. The reason included: Able to improve the students' vocabulary mastery to speak English, able to Enhanced vocabulary recall, able to make students higher confident, able to assists in learning and understanding materials, able to make the students easier to speak. While the students' respond included the steps and benefit students felt, the steps included preparing the card, dividing group, lining up the card, guessing the card, giving the value and giving evaluation. While the benefit included students felt more competitive, students' felt more cooperative, students' felt more enthusiasm, students' felt more motivated to learn speaking skill.



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## CHAPTER I

### INTRODUCTION

This chapter covers six important points: the first point is title of the research, the second point is background of research, the third point is focus of the research, the fourth point is objective of research, the fifth point is significance of the research, and the last one is definition of key term

#### A. Research Context

In this global world, the importance of English cannot be denied and ignored since English is the most common language spoken everywhere. English is one of the most used in the world. English is often recognized as a passport to higher learning and career prospects. The English language is essential for connecting people around the globe. In practically every nation where it is not the primary language, English is regarded as a second language. Learning a language is mostly done to obtain basic language skills for daily communication. As a result, it is expected of today's workforce that they possess a high level of competence and actively pursue lifelong learning. Like any other ability, language is one that we must practice in order to perfect; otherwise, it is extremely unlikely to succeed. It is related to what Dutta said in his study that one of the most influential languages in the world is English. Despite being the native tongue of Britain, it is now considered a universal language. The English language has a strong influence on many facets of life, including the cultural,

social, political, and ethical spheres. Aside from this, English has evolved into a necessary language for business, law, education, and offices.<sup>2</sup>

Since English is used in most worldwide communications, most language learners make an effort to acquire it. They must learn the language's four fundamental skills. Those are speaking, listening, reading, and writing. Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills. Since learners do not demonstrate talent in these areas, listening and reading are regarded as passive or receptive skills. It means that students do nothing more than read or listen to the language. In contrast, the learners must construct sentences on their own, which requires a great deal of practice and the acquisition of several grammar, vocabulary, sentence structure, and usage concepts. Speaking and writing are therefore regarded as active or productive talents.

According to the explanation above, It is interesting to know that teaching and learning English is find full of challenges. Overcoming the problems appeared during the class time is also challenging, especially spoken activities. For some students speaking skill is not easy to be mastered because it includes a lot of things to be learned, such as the mastery of vocabulary, pronunciation, grammar, accent, fluency, etc. Additionally, in acquiring speaking skill, some problems come up from students' L1 (first language) interference those are dialect and different feature of language. Yet, communicating or speaking is

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<sup>2</sup> Dutta, S, "The importance of 'English' Language in Today's World. *International Journal of English Learning & Teaching Skills*, 2019, 2(1), 1028-1035.

very important in our life, because speaking is a way to convey our ideas to others. When we talk of course we need the medium that is a language. By using a language everyone can express feelings, desires, opinions and the needs of each individual. It is related to what Harmer said that learners should know language feature and the ability to process communication. If the speaker dominates these language features, will help learners to acquire communication goal.<sup>3</sup> Speaking doesn't cover just knowing the linguistic feature, linguistic feature of the message expending oral communication requires more than memorized vocabulary and grammatical comprehension.

Thus, speaking skills becomes one of the important things to be learned in learning English. In fact, speaking skills is not easy to be mastered for the students. Hanifah said that speaking is a crucial skill in English language learning, and it is not a simple task and needs much work to produce comprehensible words and utterances. The learners of English language need to improve their ability to speak proficiently, but they face different difficulties while speaking English language.<sup>4</sup> The results of a previous study from Alrasheedi indicated that EFL learners' speaking skills are influenced by many factors which have internal and/or external sources such as vocabulary knowledge, pronunciation, or grammar and or psychological, that is anxiety,

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<sup>3</sup> Harmer, J. *The Practice of English Language Teaching 3<sup>rd</sup> Edition* (London: Longman, 2001)

<sup>4</sup> Hanafiah, W., Aswad, M., Sahib, H., Yassi, A. H., & Mousavi, M. S, "The impact of CALL on vocabulary learning, speaking skill, and foreign language speaking anxiety: the case study of Indonesian EFL learners". *Education Research International*, 2022, 1-13.

shyness, or fear of making some mistakes and lack of motivation<sup>5</sup>. It could happen because the students are afraid of being wrong when they pronounce vocabulary and being laughed at. While the motivation of students in learning English is different, some students are motivated in learning English because they want to be able to speak English and some students are not motivated to learn because English is considered difficult.

Apart from these, Ur proposed four factors that make speaking difficult for second or foreign language students. The first was inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners were often inhibited trying to say thing in English in the classroom, worried about making mistakes, fearful of criticism or shy of the attention that speech attracts. The second was nothing to say. Even if they were not inhibited, we often hear learners complain that they could not think of anything to say, they had no motive to express themselves beyond the guilty feeling that they should speak. The third was the use of mother-tongue. In classes where all or a number of the learners shared the same mother-tongue, they may tend to use it because it was easier and unnatural to speak to one another in a foreign language, they feel less 'exposed' if they are speaking their mother tongue. The fourth was low or uneven participation. Only one participant could talk at a time if he or she is to be heard, and in a large this means that each one will have only very little talking time. This

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<sup>5</sup> Alrasheedi, S, "Investigation of Factors Influencing Speaking Performance of Saudi EFL Learners". *Arab World English Journal*, 11(4), 2020, 66–77



problem was compounded by the tendency of some learners to dominate, while others speak very little or not at all.<sup>6</sup>

Regarding to some difficulties and problems in learning speaking skill, the researcher tried to observe the English teaching and learning problems among the tenth grade Science-mathematics students' program of Ekkapapsasnawich Islamic School Thailand to obtain the preliminary information for the researcher. Then, the researcher obtained some information about it as follows; the speaking ability of the students was still low. Such problems appear because of several reasons. From the students' point of view, there were three problems. First, many of them were still incapable of using English orally. It caused by limited chance to practice, lack of vocabulary mastery, the students were very hard to understand some sentences because of pronunciation problems. Second, some students can't understand well when others were speaking and usually ask to repeat. This was caused because the wrong pronunciation of words in English that makes the listener difficult to understand. So, sometimes students choose to be silent and afraid to speak English because in their brain they already have mindset that English is very difficult. The third problem was lack of motivation to be able to speak English. By having a wrong mindset towards English, it made students lazy to try to conquer English which actually easy to learn if they have a high willingness to learn. Furthermore, in the case of the teacher's point of view, the students were fear of being laughed by other friends, fear of being

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<sup>6</sup> Ur, A, *Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 1996), 29

corrected by others, and fear of talking to someone who knows more than her/him.

Thus, it was necessary for the researcher to pay more attention in analyzing the learning process of speaking. The attention included the problems appeared during the teaching and learning process and also kind of teaching strategy and the application of it. Furthermore, after knowing the way out of the speaking problems from the teacher's side, the researcher has understood what kind of strategy that was used by the teacher in optimizing the teaching and learning process. Then, it influenced the students' mind. They enjoyed their speaking class by having such enjoyable speaking activities. In line with finding the alternative strategy in learning speaking skill, the teacher decided to use taboo game during the learning process. Choosing the right learning strategy would help students learn to be more interesting and not monotonous. Yanuari also explained that using a challenging learning strategy such as a game can motivate students and bringing a contextual and fresh material or interactive media can stimulate it from inside. In addition, to the motivation that comes from within their-self, motivation can also be enhanced through the stimuli provided through the student learning environment.<sup>7</sup> In this case, the teacher has an important role because the teacher is the one who conveys the material which has the goal of conveying the material as well to the students. Thus, the use of the right strategy is also one of the tools to achieve learning objectives.

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<sup>7</sup> Yanuari, DP & Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School", *Anatolian Journal of Education*, 4 (2), 2019, 53-60

The strategy chosen by the English teacher of Ekkapapsasawich Islamic School Thailand which was taboo game, it was very interesting to be researched because taboo game is an effective activity in improving the students' participation in the classroom activities. Huyen and Nga claimed that taboo games have been shown to have more advantages and effectiveness in learning speaking in various ways. First, games bring relaxation and fun for the students. It helps them to learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested in the activities. They created the motivation for English learners to get involved and participated actively in the learning activities. Third, games bring real world context into the classroom and enhance students' ability for using English in a flexible and communicative way.<sup>8</sup> Thus, teaching speaking should be more interactive to keep students interested in the lesson. A game can be used to practice speaking in the classroom.

Townsend mentioned that taboo game is a quick-thinking word game involved words in multiple contexts with opportunities for students to process and personalize word meanings. Taboo is a word guessing game commonly used at parties.<sup>9</sup> This game created by Parker Brothers could be integrated at any point in the curriculum, and it's an effective and entertaining way to teach and reinforce central chemistry concepts and review for exam. While Sarrett added the explanation that taboo is played by two teams of at least two players

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<sup>8</sup> Huyen & Nga. *Teaching Speaking; Activities to Promote Speaking in a Second Language* (New York: Longman Inc, 2003)

<sup>9</sup> Townsend, D, "Building Academic Vocabulary in After-School Settings: Games for Growth with Middle-School English Learners ", *Journal of Adolescent & Adult Literacy* 53 (3)

each. The object of the game is to correctly identify as many words as possible in one minute.<sup>10</sup> On a team's turn, one member of the team becomes the clue giver and loads a stack of cards into the provided holder. When the timer is started, the clue giver tries to get his/her teammates to say the word at the top of the first card. She/he can't use gestures or "sounds like" clues but must accomplish the task through verbal clues only.

Using Taboo game as an alternative strategy of teaching speaking skill could be considered as the best way because it has some advantages to the subject of this research such as, train sportsmanship of students, promote students' cooperation, build an active and demanding learning environment, improve the ingenuity of students, and train students' pace and spontaneity.

In line with the background of study above, the researcher interested to know more about taboo game that has been applied by the English teacher and the implementation step of it. Hence, the researcher carried out this research entitled "**Teaching Speaking Skill Through Taboo Game at the Tenth Grade Science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year**"

## **B. Research Focuses**

Having the background of the research such explained, the research claimed two research questions, The research questions formulated based on the background of study above are:

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<sup>10</sup> Peter Sarrett, Taboo: The Game Report, 1993

1. Why does teacher use taboo game in teaching speaking skill at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year?
2. How do students respond to teach speaking skill through Taboo Game at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year?

### **C. Research Objectives**

Based on the research focus above, the aim of this research are:

1. To elaborate the reason why the teacher used Taboo Game in teaching speaking skill at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year.
2. To elaborate the students' respond in teaching speaking skill through Taboo Game at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year

### **D. Research Significances**

1. Theoretically

The result of this research is expected to be able to give beneficial for exploring strategies of learning speaking skill. It can be useful for educational world to discover the students' English ability. In addition, knowledge about learning strategy through taboo game is also one of important ways in teaching and learning process.

## 2. Practically

The result of this research is expected give some contributions for:

### 1. The English Teacher

The result of this research is expected to be able to give contribution to the English teacher how to implement this strategy in learning speaking skill.

### 2. The Further Researchers

The result of this research is expected as reference for other researchers who are interested in conducting advance research or relevant research especially for Students of English Education Department.

## **E. Definition of Key Term**

To avoid misunderstanding and misinterpretation in reading this research, the researcher needed to describe the key term concerning the title as follows

### 1. Speaking Skill

Speaking skill is Speaking ability is the ability of each individual to convey ideas, feelings, and message orally and also one of language skill as the ability to pronounce articulation sounds or words to express, and explain opinion or thoughts to a person or group. Speaking as one of aspect of language skill has a close relationship with other aspects of language skills, between speaking with listening, speaking with writing,

speaking with reading. Speaking skill must be trained in order the students will expert in speaking.

## 2. Taboo Game

Taboo game is a word guessing game, students must be able to guess the hidden word and students may not mention the words written on the taboo card. Students are required to be able to find new vocabulary so that hidden words can be guessed, if the hidden word is known, the students are asked to make simple sentences from these words. This game played in groups. This game also requires students to be active because by using this game as a learning strategy all students can practice and students must also be able to guess as many words as possible in order to in the game.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It consists of relevant previous research, theoretical, and conceptual framework.

#### **A. Previous Study**

In this section, the researcher listed the results of previous studies relevant to the study to be conducted. It can be seen how far the originality and research standpoint should go. Here are some previous studies related to Taboo game and speaking skills:

1. The first previous study was done by Azan Syam Siregar entitled “The Effect of Applying Taboo Game Strategy on The Students’ Achievement in Writing Descriptive Text”.<sup>11</sup> The aim of this research is to find out of the effect and students’ difficulties of applying Taboo game in writing descriptive text. This study used quantitative research and the research design was experimental method. The research instrument is a test, including pre-test and post-test. On the basis of the written test, the students in the experimental group continued to improve their performance in each test. The average pre-test score of the experimental group was 64.52 points, and the average post-test score was 82.2 points. The score of the students in the pre-test control group was 60.72, and the score of the students in the

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<sup>11</sup> Azan Syam Siregar, “The Effect of Applying Taboo Game Strategy on The Students’ Achievement in Writing Descriptive Text”, (*Thesis*, English Education at Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara Medan, 2017)



post-test control group was 67.92. Therefore, the t-test for the experimental group is 8.92 and the t-table is 2.01.  $H_a$  was accepted and  $H_o$  was rejected because the t-test value was higher than the t-table ( $8.92 > 2.01$ ). Based on the results of this study, it can be concluded that taboo game strategies can affect students' performance in writing descriptive texts.

2. The second previous study was done by Hidayati Agustina.<sup>12</sup> The aim of this research is to know if there was a significant effect of using taboo game on grade eight students' vocabulary achievement at SMPN 1 Bangsalsari in the 2012/2013 academic year. The research design of this study is quasi-experimental. Achievements of previous student data from teachers were analyzed using ANOVA. Study participants by choose the two classes with the closest average scores. Then there was a raffle determine the experimental and control groups. The result of this study showed that there was no significant effect of using Taboo game on grade eight students' vocabulary achievement at SMPN 1 Bangsalsari in the 2012/2013 academic year. Therefore, according to this research, it is not suggested that the English teacher of grade eight use Taboo game as an alternative teaching technique in teaching vocabulary. However, it is suggested to be used at the students that have medium or high proficiency level.

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<sup>12</sup> Hidayati Agustina, "The Effect of Using Taboo Game on Grade Eight Students' Vocabulary Achievement at SMPN 1 Bangsalsari in The 2012/2013 Academic Year" (*Thesis*, English Language Education Study Program Language And Arts Education Department Faculty of Teacher Training and Education Jember University, 2013)

3. Third, the study was conducted by Nuraida Sallo entitled “The Effectiveness of Using Taboo Game to Increase Students’ Speaking Skills”.<sup>13</sup> the aim of the research is that to know the effectiveness of using taboo game to increase students’ speaking skill. The researchers used classroom action research (CAR) in this study. The implementing media in the classroom has two cycles of three meeting. In each cycle there are stages such as plan, act, observe, and reflection. The teacher arranged some strategies to accompany the taboo in cycle one Game; challenge students to divide into three groups and ask students to make sentences from words that appear in the game. The teacher also arranged some strategies for the taboo game in the second cycle; modify groups to four groups, ask students play games outside of class and make sentences with that word It's an in-game gift. The alternate strategy requested by the teacher is proven to improve students' language test results and give them confidence speak in class. The average score of the pre-test is 64.7, and the average score of the cycle one was 72.9 and the average score for the second cycle was 81.
4. Fourth, the previous study was conducted by Yusup Kuncoro Bowo Susilo, entitled “The Effect of Using Taboo Game to Ninth Graders’ Speaking Skill”.<sup>14</sup> This study aimed to improve the speaking skills of ninth grade students. to achieve that target, conducted an experiment at SMP Pangudi

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<sup>13</sup> Nuraida Sallo, “The Effectiveness of Using Taboo Game to Increase Students’ Speaking Skills”, (Thesis, English Language Education Department Faculty of Teacher Training and Education University of Muhammadiyah Malang, 2020)

<sup>14</sup> Yusup Kuncoro Bowo Susilo, “The Effect of Using Taboo Game to Ninth Graders’ Speaking Skill” *Jurnal Dinamika Pendidikan*, Vol. 7, No. 3, November 2014: 165-170

Luhur Jakarta. 35 students in the control group were taught to speak in a traditional manner, while the 39 students in the experimental group were taught the taboo game. The data collected from the two sets of tests were analyzed using the program SPSS 15.0. The results showed that the implementation of taboo games had a significant effect on the speaking ability of ninth grade students. The results show Statistical calculation of t-count

(=19,395) > t-table (=1.992) signed. Even (=0.05) and df (=76). The calculation rejected  $H_0$  and accepted  $H_a$ . From the results, it was concluded that the taboo game had a significant effect on improving the students' speaking ability.

5. Last, the previous study was done by Nur Nurdiana. This study examines “Improving Students’ Vocabulary Mastery Through Taboo Game” at the Sixth Grade of MIS Al-Hikmah Cibadak Cikupa Kab.Tangerang”.<sup>15</sup> The researcher chooses classroom action research method. According to the Kemmis model, classroom action research has several steps, namely: planning, action, observation and reflection. The subjects of this research are sixth grade students of MIS Al-Hikmah Cibadak Cikupa Kab.Tangerang, a total of 30 students. In data collection, the researchers used interviews, tests, observations, and field notes. It can be seen from the research of this study that students can improve their vocabulary, which is

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<sup>15</sup> Nur Nurdiana, “Improving Students’ Vocabulary Mastery Through Taboo Game” at the Sixth Grade of MIS Al-Hikmah Cibadak Cikupa Kab.Tangerang”, (*Thesis*, English Language Education Department Faculty of Teacher Training and Education IAIN SMH Banten, 2015)

good in general. From the average value of 54.00 before applying the taboo game to the average value of 72.50 after execution cycle 1 to the average value of execution cycle 2 reaching 83.00.

**Table 2.1**

**Differences and Similarities  
Previous research and current research**

<b>No</b>	<b>Author and Title</b>	<b>Similarities</b>	<b>Differences</b>
1	2	3	4
1.	Azan Syam Siregar in 2017, entitled: The Effect of Applying Taboo Game Strategy on The Students' Achievement in Writing Descriptive Text	a. Both researches had the same strategy that is Taboo game	a.The previous research used CAR while the current research used Qualitative approach. b.The previous research focused on writing descriptive text while the current research focused on speaking skill

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2.	<p>Hidayati Agustina in 2013, entitled: The effect of using taboo game on grade eight students' vocabulary achievement at SMPN 1 Bangsalsari in the 2012/2013 academic year.</p>	<p>a. Both researches had the same strategy that was about Taboo game</p>	<p>a. The previous research used quasi-experimental approach while the current research used Qualitative approach b. The previous research focused on Junior High School Students while the current research focused on Senior High School Students.</p>
3.	<p>Nuraida Sallo, 2020, entitled: The Effectiveness of Using Taboo Game to Increase Students' Speaking Skills</p>	<p>a. Both researches were focusing on student's speaking skill b. Both researches had the same strategy that was Taboo game</p>	<p>a. The previous research used CAR while the current research used Qualitative approach</p>

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4.	Yusup Kuncoro Bowo Susilo in 2014 entitled: “The Effect of Using Taboo Game to Ninth Graders’ Speaking Skill	a. Both researches were focusing on student’s speaking skill b. Both researches had the same strategy that was conducting Taboo game	a.The previous research used Quantitative approach while the current research used Qualitative approach in conducting the research. b.The previous research focused on Junior High School Students while the current research focussed on Senior High School Students.
5.	Nur Nurdiana in 2015, entitled: Improving Students’ Vocabulary Mastery Through Taboo Game at the Sixth Grade of MIS Al-Hikmah Cibadak Cikupa Kab.Tangerang	a. Both researches had the same strategy that was applying Taboo game	a.The previous research used CAR while the current research used Qualitative approach b.The previous research focused on Students vocabulary while the current research focud on Students’ speaking skill.

The distinction of this research was none of the previous researches used Qualitative approach in their research methodology. That’s why the

research only focused to the effectiveness and successful of Taboo game without explaining how to implement it, that matter able to difficult every reader to implement Taboo game as the effective strategy can be implemented at school. However, this research used qualitative approach to explain how effective taboo game and what the reason why the teacher used it, besides, this study also explained what the students' respond related to implementing taboo game in speaking skill. This finding able to stimulus the reader to know more and implementing what the researcher has found, moreover the positive students' respond related to taboo game.

## **B. Theoretical Framework**

### **1) Speaking skill**

#### **a. The Definition of Speaking**

According to Brown, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.<sup>16</sup> Speaking is oral information. So, people should have the purpose of their speaking, such as to describe things, provide information, persuade others, etc. It all depends on their background and situation. Speaking is a communicative activity between at least two people, a speaker and a listener, using verbal and nonverbal means

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<sup>16</sup> H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Newyork: Longman, 2004), 140

to achieve their communicative goals. Speech is defined as the interactive process of understanding meaning, receiving and processing information, thoughts and feelings. However, speaking is a form of oral expression that involves not only using the correct intonation patterns, but also using the correct word order to convey correct and understandable meaning to the listener. Oral skills, then, are productive skills or spoken language occurs when two people communicate and speak to each other transmission of messages and information.

According to Richard and Renandya, speaking is one of the central elements of communication.<sup>17</sup> Speaking is important because it helps students think when they make sounds. When students speak, it means that students are thinking about the meaning of the words they produce. Finally, when other students or the audience understand what the friend meant, they can give feedback, additions or suggestions. Thus, through oral English, students begin to communicate, interact, provide information, and express opinions, which can be said to be the process of concept transfer. When one person speaks, the other listens. This is how meaning is formed in a message, expression, command, or other purpose.

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<sup>17</sup> Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching Anthology of Current Practice*, (Cambridge University Press, 2002), 210



Speaking in this research is practice of teaching speaking skill through Taboo game at the tenth-Grade science-mathematics students' program of Ekkapapsasawich Islamic School Thailand.

b. The Elements of Speaking

There are some important aspects or elements that teachers need to consider. Learners should achieve these five elements; Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech.<sup>18</sup>

In fact, all of these elements are really connected and needed.

1) Pronunciation

Pronunciation is the production and perception of the significant sounds of a particular language in order to achieve meaning in the context of language use. This comprises the production and perception of segmental sounds of stressed and unstressed syllables and of the speech melody or intonation.

Pronunciation is often considered an important aspect of speaking when learning English, as how it makes sounds and how to pronounce them correctly and correctly affects speaking style. In addition, pronunciation includes many aspects, including

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<sup>18</sup> Jeremy Harmer, *The Practice of English Language Teaching 4th edition*, (England: Pearson, 2007), 343

pronunciation, rhythm, intonation and diction, and even peripheral gestures, body language and eye contact. Because speaking is about listening, good pronunciation is essential when speaking to convey meaning and avoid misunderstandings.

## 2) Grammar

According to Harmer, grammar is not just concerned with syntax, however. The way words are formed and can change their form in order to express different meanings, is also at the heart of grammatical knowledge. Grammar can thus be partly seen as a knowledge at what words can go where and what form these words should take. Studying grammar means knowing how different grammatical elements can be strong together to make chains of words.<sup>19</sup> Grammar is sometimes defined as the way words are put together to make correct sentences.<sup>20</sup>

## 3) Vocabulary

According to Penny Ur, vocabulary can be defined, roughly as the words we teach in the foreign language.<sup>21</sup> Vocabulary is one of the most important elements in teaching. Vocabulary is the basis on which we create words. The bigger our vocabulary, the better we speak. Because when learning the target language, learners also need to know what the words mean and how to use them correctly.

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<sup>19</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman), 12.

<sup>20</sup> Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), 47.

<sup>21</sup> Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), 75.

However, just knowing the meaning of words is not enough. The learners should aware about the meaning and context of that vocabulary as well. In speaking this can be the initial step for learners before arranging the words into a sentence.

#### 4) Fluency

In performing speaking, it is very good to hear or talk if the speakers speak fluently. Brown added that fluency is the ability to speak spontaneously, flow well, without having stop and pause a lot.<sup>22</sup> Somehow, fluency is followed by fairly fast speaking. Fluency in English requires confidence in the speaker. When students speak fluently, they should be able to understand information from the speaker's resources and learned skills, regardless of grammatical or other errors.

#### 5) Comprehension

Comprehension in speaking context refers to our capability on understanding. Moreover, comprehension needs good and quick thinking in speaking. Speaking will successfully flow when people having interaction can obtain the message in target language.<sup>23</sup> Comprehension measures how much explanation is required to understand a student's responses. In other words, if a person can

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<sup>22</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*, (New York: Pearson Education, 2001), 268

<sup>23</sup> Jack C. Richards and Theodore S., *Approaches and Methods in Language Teaching, Second Edition*, (New York: Cambridge University Press, 2001), 180

answer or express an idea well, it shows that he or she has a good understanding.

c. Types of Speaking

According to Brown, there are six types of classroom speaking performance that students are expected to carry out in the classroom.<sup>24</sup>

1) Extensive (Monologue)

Middle and upper grades are asked to give detailed monologues, summaries of any short speeches, in the form of oral reports.

2) Imitative

The very limited speaking time in the classroom might be to produce a "vocal tape" of speech where the learner is practicing, for example, intonation contouring or trying to find specific vowels. This imitation is not intended for meaningful interaction, but rather focuses on specific elements of the speech form.

3) Intensive

Intensive speaking goes beyond imitation and includes all speech performances designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be spontaneous or even part of pair assignments where learners 'learn' some form of language.

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<sup>24</sup> H. Douglas Brown, *Principle of Language Learning and Teaching* (New York: Prentice Hall, 2001), 271-274

The very limited speaking time in class can be used to produce the "vocal cords" of speech on which learners can practice, for example, adjusting intonation or trying to find specific vowels. This parody is not made for meaningful interaction.

#### 4) Extensive

Taking English from intermediate to advanced levels, they wish to supplement monologues with oral reports, summaries, or short speeches.

#### 5) Interpersonal

The other form of conversation mentioned earlier is the interpersonal conversation, which is more about maintaining social relationships than conveying facts and information. Learners need to understand how features such as interlocutor relation, casual style, and sarcasm are linguistically encoded in dialogue.

#### 6) Responsive

Much of student language in the classroom is responsive: short responses from either the teacher or the student. Ask a question or comment. Such speeches can be meaningful and authentic.

#### d. The Function of Speaking

Many attempts have been made to classify the functions of speech in human interaction. Brown and Yule make a useful distinction between the interactive function (used to establish and maintain social

relationships) and the transactional function (focused on information exchange) of language. Here are the function of speaking:<sup>25</sup>

#### 1) Talk as Interaction

The role of the speaker is to interact for the sake of communication. In our society, we mostly do. It is an interactive and spontaneous communication between two or more people. For example, they meet and say hello, chat about daily life, and exchange information. As Richard explained, in this speaking feature, the focus is more on the speakers and how they want to present each other than on the message. As an interaction, speaking simply refers to dialogue.

#### 2) Talk as Transaction

Unlike the function of speaking in the past, when speaking, people speak in order to complete a transaction. Richard added that the conversation focused on what was said or done. Furthermore, transactional talk makes transactions a consequence of what is being talked about. We could say that transactional conversations are message-oriented: the important thing is to express the message clearly so that there are fewer misunderstandings.

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<sup>25</sup> Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, (New York: Cambridge University Press, 2008), 21

### 3) Talk as Performance

Speaking as a performance refers to public speaking. Somehow, the dialogue as a performance feels more like a monologue than a dialogue. For example, a lecture as a performance could be a class presentation, lecture, announcement, etc.

This study focuses on speaking as a performance, with students practicing speaking and speaking in front of the class to present course material.

#### e. The Problem in Speaking

Talking is not as easy as it seems. In fact, it is a complex skill with many facets. Spoken language demonstrates how boldly the speaker uses vocabulary correctly. So, depending on the type of person, there will be some problems with speaking. Brown stated some causes that make speaking difficult as follows:<sup>26</sup>

##### 1) Clustering

Fluent speech is phrases, not word for word. Through this clustering, learners can organize their results cognitively and physically (in breath groups).

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<sup>26</sup> H. Douglas Brown, *Principle of Language Learning and Teaching* (New York: Prentice Hall, 2001), 270-271

## 2) Redundancy

The speaker has the opportunity to make the meaning clearer through the redundancy of the language. Learners can benefit from this feature of spoken language.

## 3) Reduce Forms

Contractions, omissions, reduced vowels, etc. All of them because of specific problems in oral English teaching.

## 4) Performance Variables

One of the advantages of speaking is that the thought process of speaking allows you to exhibit a certain amount of delays, pauses, retreats and corrections in your performance.

## 5) Colloquial Language

Teachers should ensure that students are reasonably familiar with the words. Idioms and phrases of colloquial language are suitable to get practice in producing these forms.

Fluent speech is phrases, not word for word. Through this clustering, learners can organize their results cognitively and physically (in breath groups).

One of the advantages of speaking is that the thought process of speaking allows you to exhibit a certain amount of delays, pauses, retreats and corrections in your performance.



#### 6) Rate of Delivery

Another salient characteristic of fluency is the rate of delivery. How to help learners to achieve an acceptable speed along with other attributed of fluency.

#### 7) Stress, Rhythm, and Intonation

This is the more important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

#### 8) Interaction

Learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

Related to the problems above, the English teacher should always find the suitable method and techniques in teaching English to solve the problems. Furthermore, student-centered class requires creativity. Especially for speaking, the teacher needs to encourage students to speak English as much as possible.

### f. The Component of Teaching Speaking Skill

#### 1). Teaching purpose

Based on Harmer statement that the prominent teaching purpose is to improve students' ability to communicate effectively in spoken English. This involves assisting them in developing an

understanding of how spoken English works and helping them learn conversational skills so they can express themselves verbally<sup>44</sup>. ,howeverthe goal of educational term refers to a long term-goal that has a great sense of personal significance that aims to benefit something greater than oneself.

According to Anagha that there are some teaching purpose that should be attending at school, those are<sup>27</sup>:

- a) To assist students in learning
- b) To formalize behavior and character, this purpose obligate the teachers to facilitate students in learning material based on the syllabus
- c) Urge students to be capable and self-sufficient.
- d) To inspire all the learners. As at the education, the teachers have the power to dismiss students well, however, the teacher should have a good character to inspire students.
- e) To foster students' creative thinking. Creative mind is so important to be had by students, it effect to how the students able to solve problem
- f) To improve social skills. Teaching is not only to create a great thinking but also to increase students' social life, especially

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<sup>27</sup> Anagha Vallikat, "Objective of Teaching," Teachmint (blog). Juni 29, 2021, <https://blog.teachmint.com/objectives-of-teaching/>.

when they have passed the education. How they live reflects how they learn at school.

As well, teaching speaking specifically intends to have the students able to speak well. Here, according to Hughes, some goals included a teacher in teaching speaking ability, first is to facilitate students to develop their awareness, practice a specific feature of linguistic science, such as grammatical rules. Second, practice productive skills such as rhythm, intonation, and vowels. Third, increase understanding of sociolinguistics and pragmatic issues, such as the manner of interrupting gracefully or responding correctly to praise<sup>28</sup>.

## 2). the Step of Teaching

Teaching step was known as systematically arrangement or generally state as a plan of the lesson. Regarding, a lesson plan is a roadmap for a teacher to simplify a lesson in teaching and the learning process. As we know that teaching is transmitting knowledge process from the teacher to the students. That's why the lacks of teaching step components able creating learning process ineffective. Therefore, to support the classroom activities runs well, the teacher should prepare the appropriate steps. To make some steps of teaching, the teacher should consider the aim and what students must learn. Besides, the teacher has to achieve the purpose, such as the execution and

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<sup>28</sup> Rebecca Huhghes and Beatrice Szozepek Reed. *Teaching and Researching Speaking: Third Edition*, (New York, 2017) 5-6.

procedural approach. However, there are several reasons why the teacher should prepare the teaching steps:

- a). it intends to increase teachers' self-confidence
- b). to acquire learning materials preferably
- c). to create learning process well
- d). to anticipate problems occur
- e). guiding the alternate teacher if the class requires it

There are several steps can be used in teaching speaking skill, those delivered by Richard<sup>29</sup>:

- a) Focus learners' attention on speaking
- b) Provide input and guide planning: This may involve pre-teaching vocabulary, expressions or discourse features and planning for an activity they carry out in class
- c) Conduct speaking task
- d) Focus on language skills and strategies. The students examine their performance or look at other performances of the task, as well as transcripts of how the task can be carried out, and review different features of the task.
- e) Repeat speaking task. The activity is performed a second time.

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<sup>29</sup> J Richard. (2006). *Communicative Language Teaching Today*. (Cambridge: University Press).106

- f) Direct learners' reflection on learning. Here, the students review and reflect on what they have learned and difficulties they encountered
- g) Facilitate feedback on learning. The important step is the Teacher provides feedback on their performance, this able to evaluate students on their mistake

## 2). Taboo-game

### a. The concept of game

Game is the enjoyment activities. As stated in Oxford Dictionary that game is form of play or sport with rules.<sup>30</sup> Games help to encourage many learners to sustain their interested and work. It helps the teacher to create the contexts in which the language is useful and meaningful.<sup>31</sup> Furthermore, Huyen and Nga (2003) in Yusup Kuncoro Bowo Susilo claimed that games have been shown to have more advantages and effectiveness in learning speaking in various ways.<sup>32</sup> First, games bring relaxation and fun for the students, thus help them to learn and retain new words more easily. Second, games usually involve friendly competition and they keep learners interested in the activities. These create the motivation for learners of English to get involved and participated actively in the learning activities. Third,

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<sup>30</sup> Manser, Martin H. *Oxford Learner's Pocket Dictionary*. (New York: Oxford University Press. 1991), 171

<sup>31</sup> Wright, Andre, et. al. *From Games for Language learning*. Taken from TEFL GAMES.COM.

<sup>32</sup> Yusup Kuncoro Bowo Susilo, "The Effect of Using Taboo Game to Ninth Graders' Speaking Skill" *Jurnal Dinamika Pendidikan*, Vol. 7, No. 3, November 2014: 165-170

games bring real world context into the classroom and enhance students in using English language in a flexible and communicative way.

Every students liked to learn everything fun, teachers use it more meaningful. Games as a method of teaching vocabulary to young learners. Games are a fun activity that students enjoy and lessons are easy to follow. Some of the most fun activities teachers can use to teach vocabulary to elementary school children are games. Language classes should be more interactive to keep students interested in the class. Games can be used to practice speaking in the classroom. Games are effective teaching tools that provide opportunities for students to communicate. Games encourage learners to interact, collaborate, be creative and spontaneous, and use language in meaningful ways. Learners want to participate in activities. In order to participate, they must be able to understand and communicate in the target language. Games too learners are encouraged to maintain an interest in the work, which teachers can use to create an environment in which language is useful.

Lee in Huyen and Khuat<sup>33</sup> list several advantages of games when used in the classroom. They are a welcome break from the usual routine of the language class, motivating and challenging, effort of

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<sup>33</sup> Huyen, Nguyen Thi Thanh and Khuat Thi Thu Nga, *Learning Vocabulary Through Games*. From Asean EFL Journal, 31

learning, and language practice in the various skills. It can thus be said that games can be used as a goal or endeavor learn a language to motivate young learners. There are some types of games that can be used for language learning; Taboo, Alphabet Salad, also known as Alphabet Games, Bingo, Logic Games, Semantic games, back and forth games, etc. In this letter, the author introduces taboo games.

b. Description of Taboo-game

The Taboo Game is a word, guessing, and party game released by Parker Brothers in 1989.<sup>34</sup> The object of the game is for players to have their partners guess the word on the player's card without using the word itself or the five additional words listed on the card. 4 to 10 even players take turns sitting in the circle. Players take turns trying to be the "giver". Challenge his or her teammates to guess as many key words as possible within the allotted time. However, each card also lists "taboo" (forbidden) words that must not be said. The giver should say one, a "censor" on the opposing team hits the buzzer and the giver must move on to the next word. For example, the dealer must allow his or her team to infer the terms "sport," "game," "pastime," "hitter," "pitcher," or "baseball" themselves as clues. The word "baseball". The dealer must not say any part of the word "taboo". For example, using "base" in "baseball" is a big no-no. Givers can only prompt teammates verbally;

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<sup>34</sup> Azan Syam Siregar, "The Effect of Applying Taboo Game Strategy on The Students' Achievement in Writing Descriptive Text", (*Thesis*, English Education at Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara Medan, 2017)

no gestures, sounds (such as barking), or drawings are allowed. Singing is allowed, provided the singer sings the words rather than humming or whistling. Dealer leads must not rhyme or abbreviate forbidden words. While the dealer prompts his teammates, they can make as many guesses as they want without being penalized for guessing wrong. Once the team has fully guessed the word written on the card, the dealer moves on to the next word, trying to get as many words as possible within the allotted time.

c. The Steps in Applying Taboo game

There are a few steps to take when playing taboo games<sup>35</sup>. First, teacher challenge two groups of students. Each group can have one or two students with knowledge of English. Each group have one volunteer. The volunteer's goal is to make sure the player's answers are right, wrong, or almost true. Volunteers have the opportunity to say three words. Second, Students from each group be asked to line up so that each has a chance to guess the word. Third, the researchers let the volunteers stand in front their groups in each group. Fourth, the student had to place the image on his head or the word the students guessed. This is to ensure that students do not see Picture/text inverted (researcher reduces time for each set). This, The images reflect the topics the students are studying at the time. Fifth, the students guess the

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<sup>35</sup> Nuraida Sallo, "The Effectiveness of Using Taboo Game to Increase Students' Speaking Skills", (*Thesis*, English Language Education Department Faculty of Teacher Training and Education University of Muhammadiyah Malang, 2020)



picture/word on their body. Students can say something related to the topic. If the player's answer is true, false or almost true, the volunteer says yes, no, or almost true. When a student cannot guess the word correctly, he/she tell the pass (other students in their group continue). This is to ensure that all students get opportunity to play their game in the group. That group gets a point if they say 15 correct answer. The winner is the group with the highest score. Finally, enter Winner gift. It is designed to engage students to play the game.

d. The Weaknesses and the Activeness of Taboo Game

There are several weaknesses of taboo games such as; Taboo games cannot be used for all learning materials, requires a lot of cards to allow teachers to make taboo cards out of the materials being taught, it takes a long time for all students to have a turn as a guide. Besides, taboo games also have the following advantages such as; train sportsmanship of students, promote students' cooperation, build an active and demanding learning environment, improve the ingenuity of students, train students' pace and spontaneity.<sup>36</sup>

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<sup>36</sup> Nuraida Sallo, "The Effectiveness of Using Taboo Game to Increase Students' Speaking Skills", (*Thesis*, English Language Education Department Faculty of Teacher Training and Education University of Muhammadiyah Malang, 2020)

## CHAPTER III

### RESEARCH METHOD

Before moving on the parts of the research method, it would be nice to first reveal the meaning of the research method. Research method, as explained above, are ways or steps in doing something in this case doing research.

#### **A. Research Approach and The Design**

In this study, the researcher used qualitative as the research approach, the researcher used a qualitative research to seek and understand a phenomenon of human and social behavior by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data.<sup>37</sup> Qualitative is an intensively personal kind of research. It is freely acknowledgment and admits of both participants and researchers.<sup>38</sup> Besides that, qualitative research is conducted through intense and/or prolonged contact with participants in a naturalistic setting to investigate the everyday and/or exceptional lives of individuals, groups, societies, and organizations.<sup>39</sup>

The type of this research used was case study that refers to a researcher deeply investigates several elements, such as; a program, a process, an event an activity, and one or more personalities<sup>40</sup>. Therefore, the case study research

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<sup>37</sup> Donald Ary, *Introduction to Research an Education eighth edition* (Canada: Wadsworth Cengage Learning, 2010), 29

<sup>38</sup> Donald Ary, *Introduction to Research an Education eighth edition*, 420

<sup>39</sup> Matthew B. Miles, A. Michael Huberman, Johnny, *Qualitative Data Analysis Third Edition*, (London: Sage, 2014), 05

<sup>40</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Sage Publication, Inc, 2009), 30.

design was chosen by the researcher because it became an appropriate and relevant design for the current research. Then, the researcher did in-depth research to describe the implementation of teaching speaking skills through taboo game at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic school Thailand

## **B. Research Location**

This research was conducted at Ekkapapsasawich Islamic School Thailand. It is located at Ekkapapsasawich Islamic Boarding School, 74/11 Villafe No.2, Saikhao Sub-district, Klongthom District, Krabi Province, Thailand, under the Krabi Primary Educational Service Area Office, Office of the Basic Education Commission The Ministry of Education, led by Mr. Kamaen Luklem has prepared a project to present to the Krabi Provincial Islamic Committee for approval and construction began in October 2004, Mr. Kamaen Luklem was the licensee and manager, Mr. Takeem Kuldee was the principal and was promoted to director in 2007. Construction was completed in April 2005. And the school invited the Krabi Provincial Educational Service Area Officer, Mr. Pathom Phakasat on April 12, 2005. The readiness assessment was completed and the school opened for teaching in the 2005 academic year. The establishment of the school was approved on April 21, with license number K.B. 003/2005, by the Deputy Governor of Krabi Province. In the academic year 2023, Ekkapapsasawich Islamic School consists of 872 students, 49 religious and general teachers, and 1 administrative officer. The reason why the researcher chose this school to conduct the research because this school

especially the English teacher used motivational and fun strategy which was Taboo game in English learning process so, the researcher was interested in analyzing that strategy.

### **C. Subject of The Research**

Research subjects are informants who are used as data sources that were related to the research focus.<sup>41</sup> In this research, the subjects were the tenth grade of Ekkapapsasawich Islamic School Thailand which is divided into 3 classes those are; the 10<sup>th</sup> (1) of Science-mathematics program that consists of 44 students, the 10<sup>th</sup> (2) of Language-Arts program that consists of 31 male students, and the 10<sup>th</sup> (3) of Language-Arts program that consists of 20 female students.

In this research, the researcher focused on the 10<sup>th</sup> (1) of Science-mathematics program as the subject of research. There were 44 students and an English teacher at the tenth class who became the research subject. In this case, the researcher used simple random sampling to determine the informant of interview. Thus, the researcher has chosen 44 students of the 10<sup>th</sup> (1) of Science-mathematics program and the English teacher as the subject to answer the interview as the subject in conducting observation.

### **D. Data Collection Technique**

The researcher used the data collection method through three techniques: observation, interview and documentation.

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<sup>41</sup> M. Djamal, *Paradigma Penelitian Kualitatif* (Yogyakarta: Pustaka Pelajar, 2015), 66.

## 1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. In the natural sciences, observation is the act of noticing, perceiving, and obtaining information from primary sources. Biological senses are used and data can also be perceived and recorded using scientific instruments. In the scientific method, observations play a role in formulating and testing hypotheses. Observation is important for understanding ongoing processes and situations, gathering data about individual behavior and interactions between people, and understanding the physical environment. Structured observations involve the coding of specific behaviors or events, whereas case studies involve the analysis of data already collected for another purpose. Observation is used to measure and describe the environment, the activities that take place in that environment, participants, and interaction with others.

While, the researcher took field notes and pictures of an activity and human behavior at the research site. The observation has been done by two roles:

- a. Role of a participant observer
- b. Role of a nonparticipant observer

In this research, the researcher used nonparticipant observer as the role of observation. The reason why the researcher chose role of a nonparticipant observer was to make researcher can be more focused in observing and

recording the participants' activities during the implementation of Taboo game in teaching speaking process.

## 2. Interview

Interview is the process of getting explanation by asking some questions face to face between researcher and informant using interview guide.<sup>42</sup> In this research, the researcher used semi - structured interview that is a type of interview in which the interviewer asks only a few predetermined questions while the rest of the questions are not planned in advance. In semi-structured interviews, some questions are predetermined and asked all candidates, while others arise spontaneously in a free- flowing conversation.<sup>43</sup>. The purpose of some questions was to find out more information about the reason and the students' respond in using taboo game for English teaching process.

### a. One-on-one interviews

A popular approach in educational research, the one-on-one interview is a process of collecting data in which the researcher asks some questions and records the answers from only on participant in the study at a time. The researcher used one-on-one interview approach to the informants as following:

#### a) The English teacher of Ekkapapsasnawich Islamic School Thailand

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<sup>42</sup> Moh Nazir, *Metode Penelitian* (Jakarta: Ghalia Indonesia, 1999), 129.

<sup>43</sup> Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, kualitatif, R&D* (Bandung: Alfabeta, 2016), 233.

b. Students at Islamic School Thailand which implementing Taboo Game

Here, the researcher focused to every student who implementing taboo game in which they implemented it in a group, however this interview was the process of collecting data through interview with a group of people, typically four to six. The researcher asked some questions and elicits responses from individual in the group. Thus, the researcher did focus group interview to the 6 students of Ekkapapsasnowich Islamic School Thailand during English teaching process.

c. Documentation Review

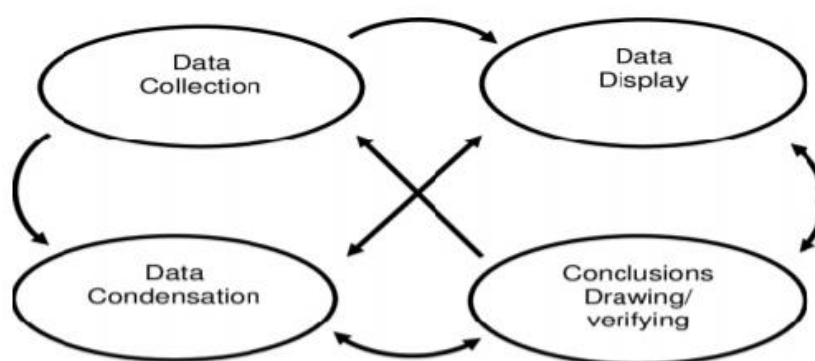
Document can be written or text - based artifact (textbook, novels, journals, meeting minutes, etc) or non - written records (photographs, audiotapes, videotapes, image, transcript, etc).<sup>44</sup> Document Review used as the supportive data in this research includes interview transcript, the data of students at the tenth grade students of Ekkapapsasnowich Islamic School Thailand and the other supporting documents that can be used for completeness the data, such the lesson plan used and the school's profile.

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<sup>44</sup> Donal Ary, et.al., *Introduction to research in Education, 8th edition* (Be lmont, USA: Wadsworth, 2010), 30.

## E. Data Analysis

In this research, the researcher used descriptive qualitative method in analyzing the data. According to Miles and Huberman there are three major phases of data analysis such as data condensation, data display and conclusion drawing/ verification.<sup>45</sup>



These are clear explanation of data analysis process of this research:

### 1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in the full corpus (body) of written - up field notes, interview transcripts, documents, and other empirical materials.<sup>46</sup> By data condensation, we do not necessarily mean quantification. Qualitative data can be transformed in many ways through selection, summary or paraphrase. In this research, the researcher wrote summaries of what had been obtained from the data collection involved the reason and the students' respond in using taboo game to teach

<sup>45</sup> Saldana, *Qualitative Data Analysis* (Thousand Oaks: Sage Publications, 2014), 40.

<sup>46</sup> Saldana, 41.



speaking skill. After that, the researcher simplified the result of summary to be used in data display.

## 2. Data Display

The second major flow of analysis activity is data display. Generically, it is an organized, compress assembly of information that permits conclusion drawing and action.<sup>47</sup> A display can be an extended piece of text or a diagram, graph, chart, narrative form, able or matrix that provides a new way of arranging thinking about the more textually data. In this case, the researcher described the data into descriptive form in order to be meaningful. In this stage, the data was organized through obtaining the data that had been taken.

## 3. Conclusion drawing and Verification

The conclusion drawing is started after the data were collected by making temporary conclusion.<sup>48</sup> In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the research. In this section, the researcher made a conclusion after analyzing all of the data and comparing or contrasting the data with the related theory.

### **F. Validity of Data**

The researcher used triangulation to test the validity of the data.

“Triangulation is a powerful way of demonstrating concurrent validity,

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<sup>47</sup> Matthew B. Miles and A. Michael Huberman, 42

<sup>48</sup> Sugiyono, *Metode Penelitian Pendekatan Kuantitatif, kualitatif, R&D* (Bandung: Alfabeta, 2016), 252

particularly in qualitative research”<sup>49</sup>. There are some types of triangulation, those are: Technique Triangulation, Source Triangulation, Theoretical Triangulation, Investigator Triangulation, etc. While in this research, the researcher used two types of triangulation, these are:

#### 1. Source Triangulation

Triangulation with sources that is testing the credibility of the data is done by checking the data that has been obtained through several sources.<sup>50</sup>

In this research, the source of triangulation was the tenth grade of science-mathematics students program and the English teacher of Ekkapapsasawich Islamic School Thailand. This triangulation used to answer the research question about the reason and students’ respond of teaching speaking skill though Taboo game.

#### 2. Technique Triangulation

Technique triangulation used to test the credibility of data by checking the data to the same source with different techniques.<sup>51</sup> Therefore, the technique triangulation in this research was conducted by interview, observation and document review. This triangulation used to answer the research question about the reason and students’ respond in teaching speaking skill though Taboo game.

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<sup>49</sup> Louis cohen, et al, *Research Methods In Education* (New York: Routledge, 2007), 141

<sup>50</sup> Sugiono, 241

<sup>51</sup> Sugiono, 242

## G. Research Procedure

The steps of research outline which dealt with the planning of research done by researcher, it started with the introductory study, the design of study, the actual research, and the writing of the report.<sup>52</sup> The steps of this research are as follows:

### 1. Pre-field of research stage

The first step, the researcher looked for the problems and the related references. There are six pre-field stages, they are:

- a. Develop research design
- b. Select research field
- c. Permit processing
- d. Explore and evaluate the field of research
- e. choose the informant
- f. Prepare the research instrument

### 2. Stage of field work

After getting permission, the researcher did the research and collect the data with observation, interview and document review.

### 3. Data analysis stage

After collecting all the data, the researchers analyzed the whole data and describe it in the form of a report and consult with the supervisor. Then, the research would be examined by the examiner after the researcher done all the research.

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<sup>52</sup> Louis Cohen, et al, *Research Methods In Education* (New York: Routledge, 2007), 144

## CHAPTER IV

### DATA PRESENTATION AND DISCUSSION

This chapter covers research location, research finding and discussion of the research. The finding is the information found from the field, while the discussion is process of making a decision or a conclusion about the topic of this research that the use of audio lingual method in teaching speaking. The research location, findings and discussion are explained as follows

#### A. Description of the Research Object

##### 1. Profile of Ekkapapsasanawich Islamic School Thailand

Name: Ekkapapsasanawich Islamic School

Address: 74/11, Village No. 2, Saikhao Sub-district, Khlongthom District,  
Krabi Province, Postal Code 81170.

Area size: The school has a total area of 40 Rai 79 Square wa or 64,316 Square meter. There are 4 Buildings, 18 Classrooms, 2 Language rooms, 1 Computer a room and 1 Science room.

##### 2. Organization Structure

Licensees and Managers: Mr. Kamen Luklem

School Director: Mr. Takeem Kunder

Head of Budget Management: Mrs. Sassmiya Supanimitwarakun

Academic Administration: Mr. Nuangrethai Mahseasateng

Religious Academic Administration: Mr. Rengchai Pungen

Head of Student Affairs: Mr. Karanee Deanghra

### 3. Vision and Mission of Ekkapapsasanawich Islamic School

#### 1.) Vision:

It Able to develop the quality of education in the Department of Islamic Religion along with general education standards by using technology and language for communication to the ASEAN community. Able to adapt and maintain oneself in order to live in society effectively maintain the thinness.

#### 2.) Mission:

- a. Develop atmosphere and school environment.
- b. Promote innovation and technology, materials, equipment and local wisdom used to manage teaching.
- c. Develop learners to be knowledgeable, eager to learn, have initiative, creativity and self-development.
- d. Promote and cultivate morality, ethics and good values according to the sufficiency economy principle.
- e. Develop quality learners to pass the standard criteria to support the ASEAN community.
- f. Develop education management to have quality and Efficiency meets academic standards.
- g. Develop teachers and educational personnel to become professional teachers.
- h. Develop management system to have quality as a management the whole system emphasizes participation.

- i. Promote relationships and Cooperation between parents, communities, various organizations and alumni in educational development.

## **B. Data Presentation and Analysis**

The data descriptions and conclusions derived by using the techniques and procedures outlined in chapter 3. It included in the data presentation and analysis. The data descriptions in this description were supplied to the subject in accordance with the study questions. The outcomes of the investigation are provided as patterns, themes, lessons, and reasons coming from the data as the results of the data analysis. Additionally, the discovery could be categorized, categorization scheme, or typology.

### **1. The Reason Why The Teacher Use Taboo Game in Teaching Speaking Skill at The Tenth Grade Science-Mathematics Students Program of Ekkapapsasanawich Islamic School Thailand 2023-2024 Academic Year.**

The reason means to provide young students with a variety of different advantages, including academic ones. The word "learning objective" is frequently used in lesson plans to describe the reason why the teacher use taboo game in the teaching process. In that period, observation, interviewing, and document review were the three methods employed to gather the data for the aim of teaching speaking skills through the Taboo Game

Regarding the observation in the classroom, the researcher noticed that the teacher introduced the topic and explained the teaching purpose in accordance with the material taught in the classroom at 10.20 AM after greeting the students, leading a group prayer, and checking the attendance list. The goal was connected to the method the teacher employed to help students develop their speaking abilities. The reason why the teacher taught speaking skills through taboo game because it can help students to increase their competition, cooperation, enthusiasm, and motivation in learning speaking.<sup>53</sup>

According to the interview with the English teacher at the tenth grade science-mathematics program, Miss Jutapom Udee argued that:

*“This school's goal is to emphasize speaking as a single ability. Because the goal is to emphasize speaking abilities, it implies that the students can speak English fluently. But before teaching the students how to speak English, it must first cover the fundamentals. Because of this, students at the tenth grade put more of an emphasis on memorization and vocabulary building and I give them more opportunities to practice it to the fullest. Additionally, the reason o why using the Taboo game method to teach speaking skills is connected to the material that I always include in my lesson plans as a part of the learning objective. Thus, the purposes of Taboo game in learning speaking are: 1. Improvement of vocabulary mastery that supports the students in speaking 2. Enhanced vocabulary recall 3. Higher engagement 4. Taboo game assists in learning and understanding materials 5. Taboo game makes the students easier to speak”<sup>54</sup>*

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<sup>53</sup> Observation, 5<sup>th</sup> and 7<sup>th</sup> April 2023

<sup>54</sup> Jutapom Udee, interviewed by Samawee, Thailand, 8<sup>th</sup> April 2023

Based on the observation has been done, The researcher also found that before the teacher guiding the students to play taboo game, the teacher explained the rules in taboo game to the group that had been divided. The rules were listed as follows:

- 1) No portion of any word may be spoken
- 2) No use of hand signals or sound effects
- 3) No claim that the guess word rhymes with another word
- 4) No use of any of the forbidden phrases listed below the guess word. Here, the students were not allowed to use the words space or ship when the guess word is a spacecraft, for instance, or inebriated when the Taboo word is drink.
- 5) No terms, initials, or abbreviations are permitted.

All those findings above were supported by the focus group interview result with some students of the tenth grade science-mathematics students program. Six participants were interviewed related to the reason of using taboo game in learning and they provided the response listed below:

#### Participant 1

*This game is great for presenters because they are good at putting together clues that have to be guessed on taboo words in the LCD.<sup>55</sup>*

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<sup>55</sup> Naifeen, focus group interview at the tenth grade science-mathematics students program, Thailand, 8<sup>th</sup> April 2023



## Participant 2

*In my opinion, the Taboo game not only helps us new words, but also explains the relationships between the words we must guess.<sup>56</sup>*

## Participant 3

*I'm eager to play this game since I can learn new terms more quickly by playing it than by sitting down and memorizing them.<sup>57</sup>*

## Participant 4

*Because I have to read a lot of language repeatedly, it takes me a long time and makes me bored. But once I figure out how to employ this particular method, playing the Taboo game becomes much simpler for me. We play while we learn new words. It helped me save a lot of time and encouraged my learning.<sup>58</sup>*

## Participant 5

*Although I frequently have trouble recognizing the words on the taboo card, Taboo is a fantastic game. Though it's a lot of fun, this game has taught me a language I didn't know before.<sup>59</sup>*

## Participant 6

*This game didn't appeal to me because I thought it would be challenging. However, as the game progresses, it becomes incredibly engrossing; this game is also helpful for learning new words.<sup>60</sup>*

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<sup>56</sup> Asnawee, focus group interview at the tenth grade science-mathematics students program, Thailand, 8<sup>th</sup> April 2023

<sup>57</sup> Penradee, focus group interview at the tenth grade science-mathematics students program, Thailand, 8<sup>th</sup> April 2023

<sup>58</sup> Pawinuch, focus group interview at the tenth grade science-mathematics students program, Thailand, 8<sup>th</sup> April 2023

<sup>59</sup> Nattikarn, focus group interview at the tenth grade science-mathematics students program, Thailand, 8<sup>th</sup> April 2023

<sup>60</sup> Danae, focus group interview at the tenth grade science-mathematics students program, Thailand, 8<sup>th</sup> April 2023

The results of the student interviews showed that although the students initially did not find the game to be particularly engaging, once they had started playing, they became very involved despite occasionally having trouble pronouncing unfamiliar English terms. Additionally, the outcomes of student interviews proved that the Taboo game increased students' interest in speaking. Additionally, the Taboo game encourages students to join, compete, get interested, and be determined to learn a language. That's why the teacher implemented it

Based on the lesson has been written that the reason of using Taboo game to teach speaking skill because it can: 1. Improvement of vocabulary mastery that supports the students in speaking 2. Enhanced vocabulary recall 3. Higher engagement 4. Taboo game assists in learning and understanding materials 5. Taboo game makes the students easier to speak.

Besides all the reason of using taboo game in teaching speaking above, the researcher also found that the students enjoyed practicing English. This Taboo game also able to helps them to improve their English language skills and their interactions with their peers. The goal of this Taboo game may be to increase students' enthusiasm and interest in learning. Additionally, students thought that Taboo Game was a lovely tool for learning challenging speaking in a simple and enjoyable way. Thus, it was clear enough that the reason why the teacher used taboo game in teaching speaking was to support the leaning activities in the class so the learning objectives achieved.

**2. The students respond to teach speaking skills through Taboo Game at the tenth grade science-mathematics students program of Ekkapapsasanawich Islamic School Thailand 2023-2024 academic year.**

The students were all enthusiastic to participate and were ready to play the Taboo game because they already knew how to play it. When speaking was taught by implementing through taboo games, students are incredibly enthusiastic and engaged. Based the observation, the teacher prepared six pict card, then the students were divided into six groups for this meeting. Each group played the game with other team that has been chosen by the teacher. Group A should line up the picture in their hand and group B said the word related to the picture. Team A has to answer what kind of the picture was.

Regarding to the observation in the tenth grade of science-mathematics students program on 25th and 30th August 2023, the researcher found some steps towards the learning activities such as, the teacher greeted the students and asked their condition, recited prayer together before beginning the teaching and learning process. Then, the teacher checked the students' attendance list and the teacher explained the learning objectives and the topic, recalled the material from previous week, and entered the material of descriptive text. The teacher explained the material comprehensively. After explaining the material, the teacher guided the students to ask a question related to the material that have been

explained by the teacher. If the students already understood, the teacher gave them taboo game to ensure that they really understand the material. The words that existed in the taboo card were in accordance with the material that had been taught<sup>61</sup>.

The interview has been done by the researcher with some students got the result on how the students respond the implementing of taboo game in teaching speaking skill, the researcher concluded that this game gave positive vibes and it was actually proper to be applied, however the most important thing was most of the students at this education was really like playing the taboo game<sup>62</sup>:

Participant 1

*I do like this game because the teacher is passionate to play it*

Participant 2

*I also like to play this game in the class because it can help us to be more competitive and cooperative in learning English speaking*

Participant 3

*I think this game is interesting to play because I find some the differences when our teacher play it, I feel more enthusiasm and more motivated to increase my speaking skill*

Based on the result of the interview above that the students were really appreciated the teacher because they can increase their speaking skill by implementing this game. To focus on the students' respond in

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<sup>61</sup> Observation, 25<sup>th</sup> and 30<sup>th</sup> August 2023

<sup>62</sup> Students interview at the tenth grade science-mathematics students program, Thailand, 8<sup>th</sup> April 2023

conducting taboo game, the researcher concluded that there some benefits the students felt because of implementing this game. This game able to enhance: 1 students' competition. 2 students' cooperation. 3 students' enthusiasm. 4 and students' motivation to learn speaking skill

However, the playing of this game was interested students to increase their speaking skill, while the game has played here continued till found which team got the most score. Meanwhile, this game was wined by team D. Due to their limited language skills, students still found it challenging to play the taboo game, but their teacher reassured them that going slowly was okay and that it would take a few minutes to anticipate each word on the projector. However, after several games, students became acclimated to the game. Despite the fact that there were some words they were unable to correctly identify due to unfamiliarity with the offered clues. They liked learning and actively participated in the activity.

Regarding, the other students' respond related to the implementing taboo game in teaching speaking skill focused to the steps of Taboo Game, this interview focused group interview at the tenth grade students, two students namely Nalinnipa and Trichada stated that:

*“In the beginning, the teacher always opens the class by greeting and praying together, then told us about the topic and explained the*

*material. After explaining the materials, the teacher asked us a question related to the materials”.*<sup>63</sup>

The statement above was supported by Tanarat’s opinion below:

*“When the material is finished being explained, the teacher always asks whether the students understand or not, if there are students who do not understand, the teacher usually explains points that cannot be understood”.*<sup>64</sup>

Those above was strengthened by Saowadee’s statement, she confirmed that:

*“Yes, that's right sir, if the students already understand the material, the teacher will usually start the taboo game by providing a few words on the LCD for the students [who have been divided into groups to guess”.*<sup>65</sup>

In addition, the more statement of the steps of teaching speaking skills through Taboo game regarding to miss Jutapom Udee as English teacher at tenth grade, she stated that:

*“The steps that I conduct to the teaching speaking skills through Taboo game are based on to the lesson plan which consisted of opening, core and closure. I start the class by saying salam, then checking the students’ attendance, learning objectives, enter the material and mostly I make ice breaking or warm up first to get the students attention so they are under control and the teaching speaking process is running effectively. Because the strategy that I used is Taboo game, at the first I explain the material and ask them whether they already understood or*

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<sup>63</sup> Nalinnipa & Trichada, focus group interview at the tenth grade science-mathematics students program, Thailand, 8<sup>th</sup> April 2023

<sup>64</sup> Tanarat, focus group interview at the tenth grade science-mathematics students program, Thailand, 8<sup>th</sup> April 2023

<sup>65</sup> Saowadee, focus group interview at the tenth grade science-mathematics students program, Thailand, 8<sup>th</sup> April 2023

*not, then I divided them into several groups and I lead the students to start the game, the words that I prepared in the game were based on the material that had been explained. One group selected as the winner”.*<sup>66</sup>

Based on the lesson plan and interview has been done that the result to the English teacher and the students at tenth grade, it showed that the steps of teaching speaking skills through Taboo game consisted of: the teacher Preparing the card, the teacher Dividing group, Lining up the card on the head, the students Guessing what the card was, the teacher Giving the value and the last was the teacher gave students' performance an Evaluation.

Besides, the researcher concluded that there also some students' respond related to the implementing of taboo game in teaching speaking skill has been conducted by the teacher at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School, those responds was: 1 taboo game able to increase students' competition. 2 taboo game able to increase students' cooperation. 3 taboo game able to increase students' enthusiasm. 4 taboo game able to increase students' motivation to learn speaking skill.

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<sup>66</sup> Jutapom Udee, interviewed by Samawee, Thailand, 8<sup>th</sup> April 2023

## 4.1

## The Result of the Research Findings

No	Research Focuses	Research Findings
1	Why does teacher use taboo game in teaching speaking skill at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year?	<p>The teacher's reasons to implement Taboo-game in teaching speaking because this game:</p> <ol style="list-style-type: none"> <li>1. Able to improve the students' vocabulary mastery to speak English</li> <li>2. Able to Enhanced vocabulary recall</li> <li>3. Able to make students Higher confident</li> <li>4. Taboo game assists in learning and understanding materials</li> <li>5. Taboo game makes the students easier to speak.</li> </ol>
2	How do students respond to teach speaking skill through Taboo Game at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year?	<p>There two kinds of students' respond. First the steps of taboo game. Second the benefit of implementing taboo game. The steps were:</p> <ol style="list-style-type: none"> <li>1. Preparing the card</li> <li>2. Dividing group</li> <li>3. Lining up the card</li> <li>4. Guessing the card</li> <li>5. Giving the value</li> <li>6. Evaluation.</li> </ol>



		<p>While the students' felt during implementing taboo game in learning speaking skill were:</p> <ol style="list-style-type: none"> <li>1 Enhance students' competition.</li> <li>2 Enhance students' cooperation.</li> <li>3 Enhance students' enthusiasm.</li> <li>4 Enhance students' motivation to learn speaking skill</li> </ol>
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### C. Discussion on the Result of Data Analysis

This stage is the researcher's ideas the relationship between the categories and dimensions, the position of current findings with previous one, as well as interpretations and explanations of the findings revealed from the field. In this research, the researcher found two things to be discussed in this theme; the reason and the students' respond of teaching speaking skills through Taboo game at the tenth grade science-mathematics students program of Ekkapapsasanawich Islamic School Thailand.

#### **1. The Reason Why The Teacher Use Taboo Game in Teaching Speaking Skill at The Tenth Grade Science-Mathematics Students Program of Ekkapapsasanawich Islamic School Thailand 2023-2024 Academic Year.**

For young learners engaging in academic benefits concurrently, reason is tied to a variety of other benefits. The reason of teaching by implementing taboo game is to provide additional benefits for the students' classroom activities. Besides, one of the key components of the

teaching and learning process is the teaching purpose of the method implemented, which is often referred to as the lesson plan's learning objectives. The teacher's reason of using this kind of game in speaking skills instruction was to help students to be able to improve their speaking abilities. The teacher needs to engage in some actions to assist it. Unintentionally using spoken language in the classroom causes the teacher to push students toward certain goals because such goals are what motivate them to attend school.<sup>67</sup>

According to the finding, there were some reasons of the teacher to teach speaking skills through Taboo game at the tenth grade science-mathematics students program of Ekkapapsasanawich Islamic School Thailand, those were the taboo game able to: 1. Improvement of vocabulary mastery that supports the students in speaking 2. Enhanced vocabulary recalls 3. Higher confident 4. Taboo game assists in learning and understanding materials 5. Taboo game makes the students easier to speak.

The reasons listed above were in line with the finding found by Siregar & Fithriani. They found that using the Taboo game to learn English vocabulary significantly able to improved their speaking and listening abilities as well as their knowledge of English as a foreign language. The majority of students claimed that playing this game

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<sup>67</sup> Heather Malin, *Teaching for Purpose: Preparing Students for live in meaning*, Harvard Education Press, ISBN-13: 978-1682532577, ISBN-10: 1682532577, 2021, 5.

improved their memorization skills and decreased their concern over misreading English words because of the limited vocabulary. The Taboo game may aid students in memorizing and improving their English class vocabulary, according to a recent study.<sup>68</sup> And it is supported by Wahyuni & Junior that The Taboo game can promote creative thinking. When the teammates correctly guess, the clue-giver then selects a new card. The hint giver receives one point for each guessed card, and the opponents receive one point for each card in the discard pile, when determining the points.<sup>69</sup>

While Batur & Erkek explained that the results showed that only successful students in the control group made progress in learning new words, whereas all students in the experimental group, regardless of their degree of success or gender, benefited greatly from the taboo game in terms of learning new words. The students gained motivation and willingness, learned teamwork and cooperation, understood and thoroughly learned the meanings of the terms used in the game and consequently enhanced the students' comprehension and expressive skills as well as their self-confidence.<sup>70</sup> Hence, The reason of the teacher in teaching speaking skills by using taboo game is unconsciously creating a

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<sup>68</sup> Siregar, M. A., & Fithriani, R. *Learning English Vocabulary with Taboo Game: A Case Study of Indonesian Junior High School Students*. *Ethical Lingua: Journal of Language Teaching and Literature*, 10(1), 2023

<sup>69</sup> Wahyuni, S., & Junior, E. G. *Gamification in English Language Teaching: Taboo and Timeline*. In *The Fourth International Conference on English Across Cultures*, 2018, 250

<sup>70</sup> Batur, Z., & Erkek, G. A. *"taboo" in word teaching*. *International Journal of Language Academy*, 5(2), 207, 1-11.

situation for oral language activities in class by playing the Taboo game where this game is able to increase students' self-confidence to dare to speak and they don't feel bored in learning. The reason of the teacher using the game is to encourage students to achieve the goal of teaching speaking skills in general, namely to develop their speaking skills.

## **2. The Students' Respond in teaching speaking skills through Taboo Game at the tenth grade science-mathematics students program of Ekkapapsasanawich Islamic School Thailand 2023-2024 academic year.**

This study provided no evidence that friends were more accurate or efficient than strangers at describing target words to each other. Thus, we show that in an asynchronous environment where people have enough time to construct descriptions, they are able to construct descriptions for strangers as accurately and efficiently as they do for friends. The researcher found that in friend groups, closer friends guessed more words correctly. However, this result should be interpreted with caution, as it is based on correlation rather than experimental manipulation. There may be a third variable to explain the relationship between proximity and accuracy. For example, people with better perspective-taking skills may form closer friendships and are also better at writing or understanding descriptions.

In our studies dealing with shared knowledge, another aspect came into play: descriptions associated with shared knowledge may be more

interesting than those associated with shared knowledge because they trigger shared memories known to have a positive amplification effect. Thus, previous research has shown that friends may enjoy this task more than strangers. To test this idea, let's add a level of entertainment. Finally, we also tested whether people found it easier to engage with friends, and how confident they were in doing so. With these different dependent variables, we can check whether our task is suitable for detecting differences in interactions with friends or strangers.

First, the game has external validity because it is associated with everyday situations of word-finding. Sometimes it is difficult for the speaker to remember a particular word or name, so it is necessary to describe it. Conversations go more smoothly if the listener can guess the correct word. Taboo Games allows us to simulate this situation. By using common objects and well-known celebrities, the task has higher external validity than tasks used in previous studies.<sup>71</sup>

Second, the use of public knowledge is restricted by taboo words, and the use of shared knowledge should be increased. Arguably, this gives friends an advantage over strangers, since only the former can rely on shared knowledge. For example, if a friend is describing a trampoline, they might say, "It's in our backyard, and it's big; it's in our backyard." We

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<sup>71</sup> Pollmann, M. M., & Kraemer, E. J. How do friends and strangers play the game taboo? A study of accuracy, efficiency, motivation, and the use of shared knowledge. *Journal of language and social psychology*, 37(4), 497-517.

sleep on it. "If there is a communication use for friends, this structure should reveal it.

Third, taboo words complicate the task enough to reduce the likelihood of an accuracy ceiling effect, since people must monitor their utterances for taboo errors. Humans are generally good at monitoring their own speech and are even able to correct their own speech before it is pronounced, albeit with great effort.

Fourth, in the specific context provided by the taboo game, accuracy and efficiency can be clearly defined and measured in terms of the number of target words correctly guessed and the number of words or time required for interpretation, respectively.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

1. The results of student observation and interviews showed that the reason of the teacher implementing taboo game in teaching speaking skill at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand because taboo games able to improve the students' vocabulary mastery to speak English, taboo games Able to Enhanced vocabulary recall, it Able to make students Higher confident, Taboo game assists in learning and understanding materials and the last purpose was Taboo game makes the students easier to speak English well.
2. There were two kinds of students' respond related to the implementing taboo game to teach speaking ability at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand, those the steps and the benefit the students felt during implementing taboo game in teaching speaking skill. The steps included the teacher Preparing the card, the teacher Dividing group, Lining up the card on the head, the students Guessing what the card was, the teacher Giving the value and the last was the teacher gave students' performance an Evaluation. While the benefits students felt during implementing taboo game in teaching speaking skill included the students felt more competitive. Students' felt more cooperative. Students' felt more enthusiasm. Students' felt more motivated to learn speaking skill

## B. Suggestions

Regarding the utilization of the results, some suggestions are made to English teachers and future researchers. It is recommended that teachers use representative and interesting teaching methods or media, such as Taboo-game, etc., so that students can re-recognize that learning to speak is not difficult. In addition, it is hoped that this study can serve as a reference for other researchers to conduct further research on previous studies, especially on the speaking ability of various topics, such as the implementation of teaching speaking skill through Taboo-game.





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## Appendix 1

### DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Samawee Looklem  
SRN : T20176102  
Major : Tadris Bahasa Inggris  
Faculty : Tarbiyah dan Ilmu Keguruan  
Institution : UIN KHAS Jember

Stated that the thesis untitled “Teaching Speaking Skill through Taboo Game at The Tenth Grade Science-Mathematics Students of Ekkapapsasnowich Islamic School Thailand 2023-2024 Academic Year” is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 14 December 2023



**Samawee Looklem**

**Appendix 2**

**RESEARCH MATRIX**

TITLE	VARIABLES	INDICATORS	DATA SOURCE	RESEARCH METHOD	RESEARCH QUESTIONS
Teaching speaking skill through taboo game at the tenth grade science-mathematics students of ekkapapsasna wich islamic school thailand 2023-2024 academic year	Speaking skill	<ol style="list-style-type: none"> <li>1. Pronunciation</li> <li>2. Grammar</li> <li>3. Vocabulary</li> <li>4. Fluency</li> <li>5. Comprehension</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Primary data:</b> <ol style="list-style-type: none"> <li>a. The students of the tenth grade science-mathematics program of Ekkapapsasna islamic school thailand 2023-2024 academic year</li> <li>b. Collaboration between the English teacher and the researcher</li> </ol> </li> <li><b>2. Secondary data:</b> <ol style="list-style-type: none"> <li>a. Literature</li> <li>b. Document</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li><b>1. Research Design:</b> Qualitative research (case study)</li> <li><b>2. Technique of Collecting Data:</b> <ol style="list-style-type: none"> <li>a. Observation</li> <li>b. Interview</li> <li>c. Document review</li> </ol> </li> <li><b>3. Data Analysis:</b> <ol style="list-style-type: none"> <li>a. Data condensation</li> <li>b. Data display</li> <li>c. Verifying Conclusion /verification</li> </ol> </li> <li><b>4. Validity of Data:</b> <ol style="list-style-type: none"> <li>a. Technique Triangulation</li> <li>b. Source triangulation</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Why does the teacher use taboo game in teaching speaking skill at the tenth grade science-mathematics students program of Ekkapapsasna wich Islamic School Thailand 2023-2024 academic year?</li> <li>2. How do students respond to teach speaking skill through Taboo Game at the tenth grade science-mathematics students program of Ekkapapsasna wich Islamic School Thailand 2023-2024 academic year?.</li> </ol>
	Taboo game	<ol style="list-style-type: none"> <li>1. The reason of why the teacher use taboo game</li> <li>2. The student's' respond dealing with implementing taboo game</li> </ol>			

## Appendix 3

### Syllabus

#### COMMUNICATIVE ENGLISH (Code No. 101)

2023-24

#### I. Introduction:

Acquiring a language means, above all, acquiring a means to communicate confidently and naturally. In other words, in order to communicate effectively in real life, students need more than mere knowledge about the language. In addition, they must be able to use the language effectively, with confidence and fluency. Therefore, the course in Communicative English has been designed to develop the practical language communication skills needed for academic study and subsequent adult life.

The course brings together a number of ideas about the nature of language and language learning.

#### Knowledge and Skill

One of the tenets of the communicative approach is the idea that Language is a skill to be acquired, not merely a body of knowledge to be learnt. Acquiring a language has been compared to learning to drive. It is not enough to have only a theoretical knowledge of how an engine works: you must know how to use the gears and (crucially) how to interact with other road users. Similarly, simply knowing parts of speech or how to convert the active into the passive voice does not mean you are proficient in a language. You must be able to put knowledge into practice in everyday language use. Of course, we do not expect a novice driver to move off without preparation: the driver has rules of the highway which he/she must learn by rote. But there is no substitute for learning by doing, albeit in the artificial conditions of a deserted road at slow speeds. Equally in language learning there are some 'rules to be learnt' but there is no substitute for learning by doing. In good teaching, this experience is supported by carefully-graded, contextualized exercises.

#### Structure and Function

Language can be described in different ways. Obviously we can label an utterance according to its grammatical structure. Another approach is to decide what function it performs. Consider the following:

- a) "Can I open the window?"
- b) "Can I carry that case?"

we could say that a) and b) have the same grammatical structure: they are both interrogative sentences. We should also recognize that they perform different functions: a) is a 'request' b) is an 'offer'.

The course aims to recognize the use to which language is put and encourages pupils to be aware of the relationship between structure and function.

The overall aims of the course are to:

- (a) enable the learner to communicate effectively and appropriately in real-life situations;
- (b) use English effectively for study purposes across the curriculum;
- (c) develop and integrate the use of the four language skills, i.e., listening, speaking, reading and writing;
- (d) develop interest in and appreciation of literature;
- (e) revise and reinforce structures already learnt.

To develop creativity, students should be encouraged to think on their own and express their ideas using their experience, knowledge and imagination, rather than being text or teacher dependent. Students should be encouraged to monitor their progress, space out their learning, so they should be encouraged to see language not just as a functional tool, but as an important part of personal development and inculcation of values.

## II. Objectives

### SPEAKING

By the end of the course, students should be able to:

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns;
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions);
3. narrate incidents and events, real or imaginary in a logical sequence;
4. present oral reports or summaries; make announcements clearly and confidently;
5. express and argue a point of view clearly and effectively;
6. take active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas;
7. express and respond to personal feelings, opinions and attitudes;

### LITERATURE

By the end of the course, students should be able to comprehend, interpret, analyse, infer and evaluate the following features in a literary text:

- 1 Character as revealed through
  - appearance and distinguishing features
  - socio-economic background
  - action/events
  - expression of feelings
  - speech and dialogues
- 2 Plot/Story/Theme emerging through main events
  - progression of events and links between them
  - sequence of events denoting theme



3 Setting, as seen through time and place, socio-economic and cultural background, people beliefs and attitudes.

4 Form

- rhyme
- rhythm
- simile
- metaphor
- pun
- repetition

### III. Role of the Teacher

Unlike a teacher-centered classroom, where the teacher plays a dominant role, speaks most of the time, and interacts with the class as a whole, for the success of this course teachers will need to adopt a variety of roles. Teachers may note that the number of periods given in this document is suggestive, as overlapping of skills may happen during classroom-transaction.

Littlewood<sup>1</sup> sets out the roles as follows:

- As a general overseer of his/ her students' learning, the teacher must aim to coordinate the activities so that they form a coherent progression, leading towards greater communicative ability.
- As a classroom manager, he/ she is responsible for grouping activities into 'lessons' and for ensuring that these are satisfactorily organized at a practical level.
- In many activities, he/ she may perform the familiar role of language instructor: he/ she will present new language, exercise direct control over the learner's performance, evaluate and correct it, and so on.
- In others, he/ she will not intervene after initiating the proceedings, but will let learning take place through independent activity or pair and group work.
- When such an activity is in progress s/he may act as a consultant or adviser, helping where necessary. He/ She may also move about the classroom in order to monitor the strengths and weaknesses of the learners, as a basis for planning future learning activities.
- He /She will sometimes wish to participate in an activity as co-communicator with the learners. In this role, he/ she can simulate and present new language without taking the main initiative for learning away from the learners themselves.

### IV. Classroom Procedures

The main types of classroom organization recommended are individual work, pair work, small group work and whole class work. It has been the experience of teachers that students adapt themselves very quickly to the new classroom arrangements, and the interesting nature of the activities themselves produce discipline. The following sections give practical advice on organization of different types of classroom activities.





อ31101 ภาษาอังกฤษ 1

รายวิชาพื้นฐาน  
ชั้นมัธยมศึกษาปีที่ 4

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ  
เวลา 40 ชั่วโมง/ภาคเรียน/1.0 หน่วยกิต

ผู้เรียนจะได้รับการพัฒนาการเรียนรู้เรื่อง คำแนะนำ คำชี้แจง คำอธิบาย คู่มือต่างๆ ข้อความ ข่าวประกาศ โฆษณา การใช้พจนานุกรม หลักการอ่านออกเสียง การตีความ/ถ่ายโอนข้อมูล เรื่องที่เป็นสารคดีและบันเทิงคดี การจับใจความสำคัญ การสรุปความ ทักษะการอ่านแบบ skimming /scanning/ guessing/ context clue ประโยคที่ใช้ในการแสดงความคิดเห็น การให้เหตุผลและการยกตัวอย่าง ภาษาที่ใช้ในการสื่อสารทักทาย กล่าวลา ขอบคุน ขอโทษ ชมเชย พุดแทรก การชักชวน แลกเปลี่ยนข้อมูลเกี่ยวกับตนเองและเรื่องใกล้ตัว ประสบการณ์ สถานการณ์ต่างๆ ข่าวเหตุการณ์ ที่อยู่ในความสนใจ ภาษาที่ใช้ในการแสดงความต้องการ เสนอตอบรับและปฏิเสธการให้ความช่วยเหลือ การขอและให้ข้อมูล บรรยาย อธิบาย เปรียบเทียบ และแสดงความคิดเห็น ภาษาที่ใช้ในการแสดงความรู้สึก ความคิดเห็นเกี่ยวกับเรื่องต่างๆ ข่าว เหตุการณ์ สถานการณ์ในชีวิตประจำวัน และให้เหตุผลประกอบ การนำเสนอข้อมูลเกี่ยวกับตนเอง ประสบการณ์ ข่าว/เหตุการณ์ /เรื่อง/ ประเด็นต่างๆ ที่อยู่ในความสนใจของสังคม การศึกษา การท่องเที่ยว สภาพสังคม เศรษฐกิจในจังหวัดสมุทรปราการ เช่น เมืองโบราณ ฟาร์มจระเข้ อาซิฟในท้องถิ่น อุตสาหกรรม การเลี้ยงปลาสด การจับใจความสำคัญ การวิเคราะห์เรื่อง กิจกรรม ข่าว เหตุการณ์ และสถานการณ์ ตามความสนใจ เช่น สถานที่ท่องเที่ยวในจังหวัดสมุทรปราการและประเพณีที่สำคัญในจังหวัดสมุทรปราการ การแสดงความคิดเห็น การให้เหตุผลประกอบ และยกตัวอย่างเกี่ยวกับกิจกรรม ประสบการณ์ และเหตุการณ์ ทั้งในท้องถิ่น จังหวัดสมุทรปราการ สังคมและโลก ใช้ภาษาท่าทางในการสื่อสารได้เหมาะสมกับระดับบุคคล กาลเทศะและวัฒนธรรมของเจ้าของภาษา อธิบาย/เปรียบเทียบความแตกต่างระหว่างโครงสร้างประโยค ข้อความของภาษาต่างประเทศและภาษาไทย วิเคราะห์ /อภิปราย ความเหมือน และความแตกต่างระหว่างวิถีชีวิต ความเชื่อและวัฒนธรรมของเจ้าของภาษากับวิถีชีวิตความเชื่อและวัฒนธรรมท้องถิ่นในจังหวัดสมุทรปราการ เช่น ประเพณีและภูมิปัญญาท้องถิ่น การทำอาหารจากปลาสดเช่น คูกี้ปลาสด

โดยใช้กระบวนการฟัง พูด อ่าน เขียน ตีความ ถ่ายโอนข้อมูล ข้อความ เรื่องใกล้ตัว เป็นข้อความของตนเอง สรุปความ วิเคราะห์ แสดงความคิดเห็น สนทนา อธิบาย เปรียบเทียบ การให้เหตุผล จับใจความสำคัญ ศึกษา สืบค้น ค้นคว้า รวบรวมและสรุปข้อมูล นำเสนอ

เพื่อให้มีนิสัย ใฝ่เรียนรู้ มุ่งมั่นในการทำงาน มีความสามารถในการสื่อสาร การคิด การแก้ปัญหา การใช้ทักษะชีวิต และการใช้เทคโนโลยี มีพื้นฐานการพัฒนาศักยภาพและคุณลักษณะสำคัญในการเข้าสู่ประชาคมอาเซียน และมีเจตคติที่ดีต่อการใช้ภาษาอังกฤษในการสื่อสารกับประเทศสมาชิกอาเซียน



### มาตรฐาน/ตัวชี้วัด

- มฐ. ต 1.1 ม.4-6/1 : ปฏิบัติตามคำแนะนำในคู่มือการใช้งานต่างๆ คำชี้แจง คำอธิบาย และคำบรรยายที่และอ่าน
- มฐ.ต 1.1 ม.4-6/2 : อ่านออกเสียงข้อความ ข่าว ประกาศ โฆษณา ถูกต้องตามหลักการอ่าน
- มฐ.ต 1.1 ม.4-6/3 : อธิบายและเขียนประโยค และข้อความให้สัมพันธ์กับสื่อที่ไม่ใช่ความเรียง รูปแบบต่างๆ ที่อ่านรวมทั้ง ระบุและเขียนสื่อที่ไม่ใช่ความเรียงรูปแบบต่างๆ ให้สัมพันธ์กับประโยคและข้อความที่ฟังหรืออ่าน
- มฐ.ต 1.1 ม.4-6/4 : จับใจความสำคัญ สรุปความ จากการฟังและอ่านเรื่องที่ เป็นสารคดีและบันเทิงคดี พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ
- มฐ.ต 1.2 ม.4-6/1 : สนทนาและเขียนโต้ตอบข้อมูลเกี่ยวกับตนเองและเรื่องต่าง ๆ ใกล้เคียงตัว ประสบการณ์ สถานการณ์ ข่าว/ เหตุการณ์ ประเด็นที่อยู่ในความสนใจของสังคมและสื่อสาร อย่างต่อเนื่องและเหมาะสม
- มฐ.ต 1.2 ม.4-6/2 : เลือกและใช้คำขอร้อง ให้คำแนะนำ คำชี้แจง คำอธิบาย อย่างคล่องแคล่ว
- มฐ.ต 1.2 ม.4-6/3 : พูดและเขียนแสดงความต้องการ เสนอ ตอบรับและปฏิเสธการให้ความ ช่วยเหลือสถานการณ์จำลองหรือสถานการณ์จริงอย่างเหมาะสม
- มฐ.ต 1.2 ม.4-6/4 : พูดและเขียนเพื่อขอและให้ข้อมูล บรรยาย อธิบาย เปรียบเทียบ และแสดง ความคิดเห็นเกี่ยวกับเรื่อง/ประเด็น/ข่าว/เหตุการณ์ที่ฟังและอ่านอย่างเหมาะสม
- มฐ.ต 1.2 ม.4-6/5 : พูดและเขียนบรรยายความรู้สึกและแสดงความคิดเห็นของตนเองเกี่ยวกับ เรื่องต่างๆ กิจกรรม ประสบการณ์ และข่าว/เหตุการณ์อย่างมีเหตุผล
- มฐ.ต 1.3 ม.4-6/1 : พูดและเขียนนำเสนอข้อมูลเกี่ยวกับตนเอง/ประสบการณ์ ข่าว/เหตุการณ์ เรื่อง และประเด็นต่างๆตามความสนใจของสังคม
- มฐ.ต 1.3 ม.4-6/2 : พูดและเขียนสรุปใจความสำคัญ/แก่นสาระที่ได้จากการวิเคราะห์เรื่อง กิจกรรม ข่าวเหตุการณ์และสถานการณ์ตามความสนใจ
- มฐ.ต 1.3 ม.4-6/3 : พูดและเขียนแสดงความคิดเห็นเกี่ยวกับกิจกรรม ประสบการณ์และเหตุการณ์ ทั้งในท้องถิ่น สังคมและโลก พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ
- มฐ.ต 2.1 ม.4-6/1 : เลือกใช้ภาษา น้ำเสียงและกิริยาท่าทางเหมาะกับระดับของบุคคล โอกาสและ สถานที่ตามมารยาทสังคมและวัฒนธรรมของเจ้าของภาษา
- มฐ.ต 2.1 ม.4-6/2 : อธิบาย/อภิปรายวิถีชีวิต ความคิด ความเชื่อและที่มาของขนบธรรมเนียม และประเพณี ของเจ้าของภาษา
- มฐ.ต 2.1 ม.4-6/3 : เข้าร่วม แนะนำและจัดกิจกรรมทางภาษาและวัฒนธรรมอย่างเหมาะสม
- มฐ.ต 2.2 ม.4-6/1 : อธิบาย/เปรียบเทียบความแตกต่างระหว่างโครงสร้างประโยค ข้อความ ของ ภาษาต่างประเทศและภาษาไทย



- มฐ.ต 2.2 ม.4-6/2 : วิเคราะห์/อภิปราย ความเหมือนและความแตกต่างระหว่างวิถีชีวิต ความเชื่อ และวัฒนธรรมของเจ้าของภาษากับของไทยและนำไปใช้อย่างมีเหตุผล
- มฐ.ต 3.1 ม.4-6/1 : ค้นคว้า/สืบค้น บันทึกรูป และแสดงความคิดเห็นเกี่ยวกับข้อมูลที่เกี่ยวข้องกับกลุ่มสาระการเรียนรู้จากแหล่งเรียนรู้ต่างๆ และนำเสนอด้วยการพูด และเขียน
- มฐ.ต 4.1 ม.4-6/1 : ใช้ภาษาสื่อสารในสถานการณ์จริง/ สถานการณ์จำลองที่เกิดขึ้นในห้องเรียน สถานศึกษา ชุมชนและ สังคม
- มฐ.ต 4.2 ม.4-6/1 : ใช้ภาษาต่างประเทศในการสืบค้น/ค้นคว้า รวบรวม วิเคราะห์ และสรุป ความรู้/ข้อมูลต่างๆ จากสื่อและแหล่งการเรียนรู้ต่างๆ ในการศึกษาต่อและประกอบอาชีพ
- มฐ.ต 4.2 ม.4-6/2 : เผยแพร่/ประชาสัมพันธ์ข้อมูล ข่าวสารของโรงเรียน ชุมชน และท้องถิ่น/ ประเทศชาติเป็นภาษาต่างประเทศ

รวม 21 ตัวชี้วัด

#### อ 31201 ภาษาอังกฤษฟัง-พูด 1

รายวิชาเพิ่มเติม  
ชั้นมัธยมศึกษาปีที่ 4

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ  
เวลา 40 ชั่วโมง/ภาคเรียน/1.0 หน่วยกิต

ผู้เรียนจะได้รับการพัฒนาให้มีความรู้เรื่องการสนทนาโต้ตอบข้อมูล เกี่ยวกับตนเองและเรื่องต่างๆ ใกล้ตัว ประสบการณ์ สถานการณ์ ข่าว/เหตุการณ์ ประเด็นที่อยู่ในความสนใจของสังคม และสื่อสารอย่างต่อเนื่องและเหมาะสม พูดแสดงความคิดเห็นของตนเองเกี่ยวกับเรื่องต่างๆ กิจกรรม ประสบการณ์ และข่าว/เหตุการณ์ ในพิพิธภัณฑสถานอย่างมีเหตุผล เลือกใช้ภาษา น้ำเสียง และกิริยาท่าทางเหมาะกับระดับของบุคคล โอกาสและสถานที่ ตามมารยาทสังคมและวัฒนธรรมของเจ้าของภาษา ค้นคว้า/สืบค้น บันทึกรูป และแสดงความคิดเห็นเกี่ยวกับข้อมูลที่เกี่ยวข้องกับกลุ่มสาระการเรียนรู้จากแหล่งเรียนรู้ต่างๆ และนำเสนอด้วยการพูด ใช้ภาษาสื่อสารในสถานการณ์จริง/สถานการณ์จำลองที่เกิดขึ้นจริงในห้องเรียน สถานศึกษา ชุมชน สังคม และในพิพิธภัณฑสถาน

โดยใช้กระบวนการทักษะการฟัง ทักษะการพูดสนทนาเพื่อการสื่อสาร ทักษะคิดวิเคราะห์ ทักษะการสืบค้น ทักษะการแก้ปัญหา กระบวนการแสดงออก

เพื่อให้มีความมั่นใจในการใช้ภาษาอังกฤษ มีมารยาทในการพูดและการฟัง เห็นคุณค่าในการพูดและการฟัง รักการเรียนรู้ภาษาอังกฤษ และเกิดเจตคติที่ดีต่อวิชาภาษาอังกฤษ



### ผลการเรียนรู้

1. อธิบายการใช้น้ำเสียงและความรู้สึกของผู้พูดโดยใช้วิจารณ์ญาณได้
2. เข้าใจและตีความเรื่องที่ฟังและนำความรู้มาใช้อย่างมีวิจารณ์ญาณ
3. ใช้ภาษาหรือพูดแสดงความคิดเห็นเกี่ยวกับเหตุการณ์ต่างๆได้อย่างเหมาะสม
4. ใช้ภาษาและท่าทางในการสื่อสาร เหมาะสมกับบุคคล กาลเทศะและวัฒนธรรมของเจ้าของภาษา
5. เข้าใจความแตกต่างระหว่างเสียงพยัญชนะ คำ วลี ส่วนวนประโยคในภาษาต่างประเทศได้อย่างถูกต้อง
6. อธิบายเปรียบเทียบความเหมือนหรือความแตกต่างระหว่างเจ้าของภาษา
7. อธิบายพูดเกี่ยวกับประสบการณ์ที่ได้รับจากการใช้ภาษาต่างประเทศในการค้นคว้าหาความรู้ที่เกี่ยวข้องกับกลุ่มสาระการเรียนรู้อื่นได้
8. ใช้ภาษาต่างประเทศเพื่อพูดและสนทนา กับบุคคลในสถานการณ์ต่างๆ ทั้งในสถานศึกษา ชุมชน และสังคมได้อย่างถูกต้อง

### อ 31202 ภาษาอังกฤษฟัง-พูด 2

รายวิชาเพิ่มเติม  
ชั้นมัธยมศึกษาปีที่ 4

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ  
เวลา 40 ชั่วโมง/ภาคเรียน/1.0 หน่วยกิต

ผู้เรียนจะได้รับการพัฒนาให้มีความรู้เรื่องการสนทนาโต้ตอบข้อมูล เกี่ยวกับตนเองและเรื่องต่างๆ ใกล้ตัว ประสบการณ์ สถานการณ์ ข่าว/เหตุการณ์ ประเด็นที่อยู่ในความสนใจของสังคม และสื่อสารอย่างต่อเนื่องและเหมาะสม พูดแสดงความคิดเห็นของตนเองเกี่ยวกับเรื่องต่างๆ กิจกรรม ประสบการณ์ และข่าว/เหตุการณ์ ในเมืองโบราณอย่างมีเหตุผล เลือกใช้ภาษา น้ำเสียง และกิริยาท่าทางเหมาะกับระดับของบุคคล โอกาสและสถานที่ ตามมารยาทสังคมและวัฒนธรรมของเจ้าของภาษา ค้นคว้า/สืบค้น บันทึก สรุปและแสดงความคิดเห็นเกี่ยวกับข้อมูลที่เกี่ยวข้องกับกลุ่มสาระการเรียนรู้อื่น จากแหล่งเรียนรู้ต่างๆ และนำเสนอด้วยการพูด ใช้ภาษาสื่อสารในสถานการณ์จริง/สถานการณ์จำลองที่เกิดขึ้นจริงในห้องเรียน สถานศึกษา ชุมชน สังคม และในเมืองโบราณ

โดยใช้กระบวนการทักษะการฟัง ทักษะการพูดสนทนาเพื่อการสื่อสาร ทักษะคิดวิเคราะห์ ทักษะการสืบค้น ทักษะการแก้ปัญหา กระบวนการแสดงออก

เพื่อให้มีความมั่นใจในการใช้ภาษาอังกฤษ มีมารยาทในการพูดและการฟัง เห็นคุณค่าในการพูดและการฟัง รักการเรียนรู้ภาษาอังกฤษ และเกิดเจตคติที่ดีต่อวิชาภาษาอังกฤษ

### ผลการเรียนรู้

1. อธิบายการใช้น้ำเสียงและความรู้สึกของผู้พูดโดยใช้วิจารณ์ญาณได้
2. เข้าใจและตีความเรื่องที่ฟังและนำความรู้มาใช้อย่างมีวิจารณ์ญาณ
3. ใช้ภาษาหรือพูดแสดงความคิดเห็นเกี่ยวกับเหตุการณ์ต่างๆได้อย่างเหมาะสม
4. ใช้ภาษาและท่าทางในการสื่อสาร เหมาะสมกับบุคคล กาลเทศะและวัฒนธรรมของเจ้าของภาษา
5. เข้าใจความแตกต่างระหว่างเสียงพยัญชนะ คำ วลี ส่วนวนประโยคในภาษาต่างประเทศได้อย่างถูกต้อง
6. อธิบายเปรียบเทียบความเหมือนหรือความแตกต่างระหว่างเจ้าของภาษา
7. อธิบายพูดเกี่ยวกับประสบการณ์ที่ได้รับจากการใช้ภาษาต่างประเทศในการค้นคว้าหาความรู้ที่เกี่ยวข้องกับกลุ่มสาระการเรียนรู้อื่นได้
8. ใช้ภาษาต่างประเทศเพื่อพูดและสนทนา กับบุคคลในสถานการณ์ต่างๆ ทั้งในสถานศึกษา ชุมชน และ สังคมได้อย่างถูกต้อง



สาระการเรียนรู้ภาษาต่างประเทศ ชั้นมัธยมศึกษาปีที่ 4

มาตรฐาน	ตัวชี้วัด	ทักษะ/กระบวนการที่ต้องปฏิบัติให้ได้	ความรู้	คุณลักษณะ ประจำ รร.เน้น/เ
มาตรฐาน ต.1.1 เข้าใจและตีความเรื่องที่ฟังและอ่านจากสื่อประเภทต่าง ๆ และสามารถแสดงความคิดเห็นอย่างมีเหตุผล	1. ปฏิบัติตามคำแนะนำในคู่มือการใช้งานต่าง คำชี้แจง คำอธิบาย และ คำบรรยายที่ฟังและอ่าน	- ปฏิบัติตามคำแนะนำ	<ul style="list-style-type: none"><li>● Label ( ฉลากยา)</li><li>● Modal Verb</li><li>● Conjunctions ( and but also ... )</li></ul>	- มุ่งมั่น/ ใฝ่เรียน
มาตรฐาน ต.1.1 เข้าใจและตีความเรื่องที่ฟังและอ่านจากสื่อประเภทต่าง ๆ และสามารถแสดงความคิดเห็นอย่างมีเหตุผล	2. อ่านออกเสียง ข้อความ ข่าว ประกาศ โฆษณา บทร้อยกรองและละครสั้น (Skit) ถูกต้องตามหลักการอ่าน	- อ่านออกเสียง	<ul style="list-style-type: none"><li>● ข้อความ</li><li>● พยัญชนะตัน – ท้ายคำ</li><li>● การออกเสียงเน้นเสียงหนัก – เบา ( Stress )</li><li>● การออกเสียงตามระดับ เสียงสูง – ต่ำ (Intonations)</li><li>● การออกเสียงเชื่อมโยง (linking – sound )</li></ul>	- มุ่งมั่นในก - ใฝ่เรียน



สาระการเรียนรู้ภาษาต่างประเทศ ชั้นมัธยมศึกษาปีที่ 4

มาตรฐาน	ตัวชี้วัด	ทักษะ/กระบวนการสิ่งที่ต้องปฏิบัติให้ได้	
มาตรฐาน ต.1.1 เข้าใจและตีความเรื่องที่ฟังและอ่านจากสื่อประเภทต่าง ๆ และสามารถแสดงความคิดเห็นอย่างมีเหตุผล	3. อธิบายและเขียนประโยคและข้อความให้สัมพันธ์กับสื่อที่ไม่ใช่ความเรียงรูปแบบต่าง ๆ ที่อ่าน รวมทั้งระบุและเขียนสื่อที่ไม่ใช่ความเรียงรูปแบบต่าง ๆ ให้สัมพันธ์กับประโยคและข้อความที่ฟังหรืออ่าน	- ตีความ - ถ่ายโอนข้อมูล - ระบุ	● ● ● -
มาตรฐาน ต.1.1 เข้าใจและตีความเรื่องที่ฟังและอ่านจากสื่อประเภทต่าง ๆ และสามารถแสดงความคิดเห็นอย่างมีเหตุผล	4. จับใจความสำคัญ วิเคราะห์ความ สรุปความ ตีความ และแสดงความคิดเห็นจากการฟังและอ่านเรื่องที่เป็นสารคดีและบันเทิงคดี พร้อมทั้งให้เหตุผลและยกตัวอย่างประกอบ	- จับใจความสำคัญ - วิเคราะห์ - - สรุป - ตีความ- - แสดงความคิดเห็น	● ●

สาระการเรียนรู้ภาษาต่างประเทศ ชั้นมัธยมศึกษาปีที่ 4

มาตรฐาน	ตัวชี้วัด	ทักษะ/กระบวนการสิ่งที่ต้องปฏิบัติให้ได้	ความรู้
มาตรฐาน ต.1.2 มีทักษะการสื่อสารทางภาษาในการแลกเปลี่ยนข้อมูลข่าวสาร แสดงความรู้สึกและความคิดเห็นอย่างมีประสิทธิภาพ	1. สนทนาและเขียนโต้ตอบข้อมูลเกี่ยวกับตนเองและเรื่องต่าง ๆ ใกล้ตัว ประสบการณ์ สถานการณ์ ข่าว/เหตุการณ์ ประเด็นที่อยู่ในความสนใจของสังคมและสื่อสารอย่างต่อเนื่องและเหมาะสม	- สนทนา - เขียนโต้ตอบ	● ภาษาที่ใช้ในการสนทนา/ เขียนข้อมูลเกี่ยวกับตนเองและบุคคล ประสบการณ์ สถานการณ์ต่าง ๆ ข่าวเหตุการณ์ประเด็นที่อยู่ในควา ● โครงสร้างทางไวยากรณ์ ● ส่วนวนการใช้



สาระการเรียนรู้ภาษาต่างประเทศ ชั้นมัธยมศึกษาปีที่ 4

มาตรฐาน	ตัวชี้วัด	ทักษะ/กระบวนการที่ต้องปฏิบัติให้ได้	ความรู้	ร.
มาตรฐาน ต.1.2 มีทักษะการสื่อสารทางภาษาในการแลกเปลี่ยนข้อมูลข่าวสาร แสดงความรู้สึกและความคิดเห็นอย่างมีประสิทธิภาพ	2. เลือกและใช้คำขอร้อง ให้คำแนะนำ คำชี้แจง คำอธิบาย อย่างคล่องแคล่ว	- เลียบแบบ - ฝึกปฏิบัติ	<ul style="list-style-type: none"><li>● คำขอร้อง</li><li>● คำแนะนำ</li><li>● คำชี้แจง</li><li>● คำอธิบาย</li></ul>	- ๓. - ๖.
มาตรฐาน ต.1.2 มีทักษะการสื่อสารทางภาษาในการแลกเปลี่ยนข้อมูลข่าวสาร แสดงความรู้สึกและความคิดเห็นอย่างมีประสิทธิภาพ	3. พูดและเขียนแสดงความต้องการเสนอตอบรับและปฏิเสธการให้ความช่วยเหลือ ในสถานการณ์จำลองหรือสถานการณ์จริงอย่างเหมาะสม	- พูดและเขียนแสดงความต้องการ	<ul style="list-style-type: none"><li>● ภาษาที่ใช้แสดงความต้องการ เสนอ / ให้ความช่วยเหลือ / ให้บริการ</li></ul> ตอบรับและการให้ความช่วยเหลือ	- ๓. - ๖. มีมี
			ให้บริการ <ul style="list-style-type: none"><li>● โครงสร้างทางไวยากรณ์ และสำนวนการใช้</li></ul> - Please.../...,please - I'd like ..... I need..... - May/Can/Could....? - Would you please....? - Yes, /Please do. /Certainly./ - Yes, of course./Sure. - Go right ahead.	



สาระการเรียนรู้ภาษาต่างประเทศ ชั้นมัธยมศึกษาปีที่ 4

มาตรฐาน	ตัวชี้วัด	ทักษะ/กระบวนการสิ่งที่ต้องปฏิบัติให้ได้	ความรู้	คุณลักษณะ ประสง ร.ร.เน้น/เฉา
มาตรฐาน ด.1.3 นำเสนอข้อมูลข่าวสาร ความคิดรวบยอดและ ความคิดเห็นในเรื่องต่าง ๆ โดยการพูดและการเขียน	1. พูดและเขียนนำเสนอข้อมูลเกี่ยวกับตนเอง/ประสบการณ์ ข่าว /เหตุการณ์ เรื่อง และประเด็นต่าง ๆ ตามความสนใจของสังคม	- นำเสนอข้อมูล	<ul style="list-style-type: none"><li>● การนำเสนอข้อมูล เกี่ยวกับตนเอง ประสบการณ์ประเด็นที่อยู่ในความสนใจเช่น การเดินทาง การรับประทานอาหาร การฟังเพลง การเลี้ยงสัตว์ การอ่านหนังสือ</li><li>● โครงสร้างไวยากรณ์ - v. to be - v. to have - Adv. - Simple sentence</li><li>● คำสันธาน and ,but , or so</li><li>● Tenses - Present simple - Present continuous - Past simple past future</li><li>● ภาษาที่ใช้นำเสนอข้อมูล</li></ul>	- มุ่งมั่นในการ





สาระการเรียนรู้ภาษาต่างประเทศ ชั้นมัธยมศึกษาปีที่ 4

มาตรฐาน	ตัวชี้วัด	ทักษะ/กระบวนการที่ต้องปฏิบัติให้ได้	
<b>มาตรฐาน ต.2.1</b> เข้าใจความสัมพันธ์ระหว่างภาษากับวัฒนธรรมของเจ้าของภาษา และนำไปใช้ได้อย่างเหมาะสมกับกาลเทศะ	1. เลือกใช้ภาษา น้ำเสียง และกริยาท่าทางเหมาะกับระดับของบุคคล โอกาส และสถานที่ ตามมารยาทสังคม และวัฒนธรรมของเจ้าของภาษา	- การเลือกใช้ ภาษาในการสื่อสาร	● ใช้ภาษา นี้ กริยาท่าทางใน ระดับของภาษ และวัฒนธรรม
<b>มาตรฐาน ต.2.1</b> เข้าใจความสัมพันธ์ ระหว่างภาษากับวัฒนธรรมของเจ้าของภาษา และนำไปใช้ได้อย่างเหมาะสมกับกาลเทศะ	2. อธิบาย/อภิปรายวิถีชีวิต ความคิด ความเชื่อ และที่มาของขนบธรรมเนียมและประเพณีของเจ้าของภาษา	- อธิบาย - อภิปราย	● การพูด/กา เกี่ยวกับประเพ เช่น วันคริสต์ วันขอบคุณพระ วันวาเลนไทน์ เครื่องแต่งกาย เครื่องดื่ม
<b>มาตรฐาน ต.2.1</b> เข้าใจความสัมพันธ์ระหว่างภาษากับวัฒนธรรมของเจ้าของภาษา และนำไปใช้ได้อย่างเหมาะสมกับกาลเทศะ	3. เข้าร่วม และจัดกิจกรรมทางภาษาและวัฒนธรรมอย่างเหมาะสม แนะนำ	- การมีส่วนร่วม	● กิจกรรมท วัฒนธรรม เ วันขอบคุณพระ วันวาเลนไทน์ ● คำศัพท์ ส การทำกิจกรรม



สาระการเรียนรู้ภาษาต่างประเทศ ชั้นมัธยมศึกษาปีที่ 4

มาตรฐาน	ตัวชี้วัด
<b>มาตรฐาน ต.2.2</b> เข้าใจความเหมือนและความแตกต่างระหว่างภาษาและวัฒนธรรมของเจ้าของภาษากับภาษาและวัฒนธรรมไทยและนำมาใช้อย่างถูกต้องและเหมาะสม	1. อธิบาย/ ความแตกต่างระหว่างโครงสร้างประโ สำนวน คำพังเพยสุภาษิตและบทกลอ ประเทศและภาษาไทย
<b>มาตรฐาน ต.2.2 เข้าใจ</b> ความเหมือน และความแตกต่างระหว่างภาษาและวัฒนธรรมของเจ้าของภาษากับภาษาและวัฒนธรรมไทยและนำมาใช้อย่างถูกต้องและเหมาะสม	2. วิเคราะห์/อภิปราย  ความเหมือนและความแตกต่างระหว และวัฒนธรรมของเจ้าของ ภาษากับข และนำไปใช้อย่างมีเหตุผล

สาระการเรียนรู้ภาษาต่างประเทศ ชั้นมัธยมศึกษาปีที่ 4

มาตรฐาน	ตัวชี้วัด	ทักษะ/กระบวนการ
<b>มาตรฐาน ต.3.1</b> ใช้ภาษาต่างประเทศในการเชื่อมโยงความรู้กับกลุ่มสาระการเรียนรู้อื่น และเป็นพื้นฐานในการพัฒนาและเปิดโลกทัศน์ของตน	1. ค้นคว้า/สืบค้น สรุปและแสดงความคิดเห็นเกี่ยวกับข้อมูลที่เกี่ยวข้องกับกลุ่มสาระการเรียนรู้อื่นจากแหล่งเรียนรู้ต่างๆ และนำเสนอด้วยการพูดและการเขียน	- ค้นคว้า - สืบค้น - บันทึก - สรุป - แสดงความ
<b>มาตรฐาน ต.4.1</b> สามารถใช้ภาษา ต่างประเทศในสถานการณ์ต่าง ๆ ทั้งในสถานศึกษา ชุมชนและสังคม	1. ใช้ภาษาสื่อสาร ในสถานการณ์จริง/สถานการณ์จำลอง ที่เกิดขึ้นในห้องเรียน สถานศึกษา ชุมชน และสังคม	- ฟังการใช้ภา

## Appendix 4

### Lesson Plan

Lesson plan 10

#### SCHOOL TALKS B.SPEAKING

##### I.OBJECTIVE:

By the end of the lesson students will be able to make small talks in daily life.

##### II. TEACHING AIDS: Text book

##### III.PROCEDURE:

- 1-Settlement: Greeting the class & checking students' attendance.
- 2-Checking: Asking Ss to answer some questions in previous lesson.
- 3- New lesson: Lesson 2:**SPEAKING**

Teacher's activities	Students' activities														
<p><b>WARMER:Jumpled words</b></p> <p>-T asks Ss to work in groups and rearrange the jumpled words to make complete sentences</p> <ol style="list-style-type: none"> <li>1.has,nice,to,you,talking,been,it,very.</li> <li>2.weekend,did,nice,have,a you?</li> <li>3.up,later,catch,you,with.</li> <li>4.school,everything,how,at is?</li> </ol> <p>-T corrects and asks Ss to give the open and end conversation</p> <p>=&gt; Today we will practise speaking conversation having starting and closing conversation</p> <p><b>PRESENTATION</b></p> <p><b>TASK 1:Giving Instruction</b></p> <p>-T asks Ss to to give the expressions to open or end a dialogue.</p> <p>-Have Ss work in pairs to put the expressions which are commonly used in making small talks under appropriate heading</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Starting a conversation</td> <td style="width: 50%;">Closing a conversation</td> </tr> <tr> <td> </td> <td> </td> </tr> </table> <p>-Have Ss to practise these expressions with his/ her partner.</p> <p>-Feedback and give correct answers</p> <p><b>TASK 2 :Rearranging Sentences</b></p> <p>-Tasks Ss to work in pairs to rearrange the sentences to make an appropriate conversation.</p> <p>Let them have 3 minutes , then calls on some</p>	Starting a conversation	Closing a conversation			<p>-Pair-work</p> <p>Expected answer:</p> <ol style="list-style-type: none"> <li>1.It has been very nice talking to you.</li> <li>2.Did you have a nice weekend?</li> <li>3.Catch up with you later.</li> <li>4.How's everything at school?</li> </ol> <p>-Listen to T</p> <p>-Work in pairs</p> <p>Expected answer:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>Starting</u></td> <td style="text-align: center;"><u>Closing</u></td> </tr> <tr> <td>-Good morning/Hi got to go everything at school Goodbye,See you</td> <td>Sorry, I've -How's Talk to you later</td> </tr> <tr> <td>-Hello, how are you? later</td> <td></td> </tr> <tr> <td>-Hello!What are you doing?</td> <td>Great.I'll see tomorrow.</td> </tr> <tr> <td>-Hi,how is school? with you</td> <td>Catch up later</td> </tr> </table> <p>-Work in pairs</p>	<u>Starting</u>	<u>Closing</u>	-Good morning/Hi got to go everything at school Goodbye,See you	Sorry, I've -How's Talk to you later	-Hello, how are you? later		-Hello!What are you doing?	Great.I'll see tomorrow.	-Hi,how is school? with you	Catch up later
Starting a conversation	Closing a conversation														
<u>Starting</u>	<u>Closing</u>														
-Good morning/Hi got to go everything at school Goodbye,See you	Sorry, I've -How's Talk to you later														
-Hello, how are you? later															
-Hello!What are you doing?	Great.I'll see tomorrow.														
-Hi,how is school? with you	Catch up later														

Lesson plan 10

<p>pairs to practise the conversation in front of class. -Comment on Ss's performance and give feedback</p> <p><b>TASK 3: Conversation Completion</b> -T asks Ss to keep on work in pairs : Complete the conversation with suitable words, phrases or sentences in the box. -Calls on some pairs to practise the completed conversation in front of the class.</p> <p><b>POST- SPEAKING</b> -Work in groups :Make small talks on the following topics, using the starting and closing conversation - T divides the whole class into 4 groups and each group choose one of the topics and discuss - Then 2 representatives will practise their conversation -the weather -last night's TV programmes - football - plan for next weekend</p> <p>-</p>	<p>Expected answer: 1D                    4H                    7G 2F                    5E                    8A 3B                    6C</p> <p>Pair - work Expected answer: A.....What's the matter with you ? B.....I feel tired.I've got headache A.....You'd better go home and I have a rest B.....</p> <p>-Work in groups ,discuss the topics and then 2 representatives of each group to practise a conversation <u>Topic 2:</u> A:Hello, Lan.How are you? B: Fine, thanks.And you? A:Well.What did you do last night ? B:I watched a football match on TV. A:It is interesting.I love it. B:Oh, really? I wish I could see it A:See you later.</p>
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IV-Consolidation:-How to start and end a conversation

-Retell the expressions about starting and ending a conversation

V-Homework -Make a conversation about one of the topics that you have

learnt



UNIVERSITAS ISLAM NEGERI  
KH ACHMAD SIDDIQ  
JEMBER

## TECHNOLOGY AND YOU B. SPEAKING

I. OBJECTIVES

Helping students to talk about the uses of modern inventions

II. TEACHING AIDS: Text book

III. PROCEDURE:

1-Settlement: Greeting the class & checking students' attendance.

2-Checking: Asking a student to read the passage and answer T's questions

3- New lesson: lesson 2: **SPEAKING**

Teacher's activities	Students' activities										
<p><b>WARM-UP: What is it?</b>                      -T divides the whole class into two big teams: A and B                      -Give team A a list of 10 words about modern inventions:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. TV</td> <td style="width: 50%;">2. refrigerator</td> </tr> <tr> <td>3. television</td> <td>4. washing machine</td> </tr> <tr> <td>5. radio</td> <td>6. electric cooker</td> </tr> <tr> <td>7. air condition</td> <td>8. car</td> </tr> <tr> <td>9. computer</td> <td>10. fax machine</td> </tr> </table> <p>-Team A has to explain the words and team B has to guess what the word is.</p>	1. TV	2. refrigerator	3. television	4. washing machine	5. radio	6. electric cooker	7. air condition	8. car	9. computer	10. fax machine	<p>-Work in group of two</p> <p style="text-align: center;">-</p>
1. TV	2. refrigerator										
3. television	4. washing machine										
5. radio	6. electric cooker										
7. air condition	8. car										
9. computer	10. fax machine										
<p><b>PRESENTATION</b>  <b>TASK1: Asking and answering</b>                      -T asks Ss to work in pairs : Ask and answer questions about the uses of modern inventions following the example.                      - T elicits the expressions                      + S+ be used for + V-ing the use of s.thing                      + S+ be used to + V-ing</p> <p><b>Model:</b>                      A: Can/Could you tell me what a cell phone is use for?                      B: Well, it is used to talk to people when you are away from home</p>	<p>Work in pairs                      Expected answer:                      2. Can/could you tell me what the TV is used for?                      -Well, It's used to watch football matches, and TV game shows.                      3. Can/could you tell me what the fax machine is used for?                      -Well, it's used to send and receive letters quickly.</p>										

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<p><b>PRACTICE:</b>  <b>TASK2: Sentence Completion</b>                  -T keeps Ss in pairs and asks them to complete the sentences by using the words in the box.                  -Ask Ss to study the sentences carefully before deciding which word to be used.                  -Call on some pairs to read the sentences aloud in front of the class.                  -Give correct answers;</p> <p><b>TASK3: Ordering ideas</b>                  -T asks Ss to work in groups by joining two pairs. Ask them to look at the ideas in task 2 and then rank them in order of importance.                  -Encourage Ss to actively discuss in groups to give the reasons to support their ideas and persuade the others that your order is the right one.                  -Suggest some structures in discussion.                  T: In what way is important technology the most useful to our lives?                  S: I think/believe that the most important use of important technology is.....                  T Why do you think so?                  S:                  Because.....                  .....</p> <p><b>PRODUCTION:</b>                  -Have Ss work in groups and talk about their most favourite invention of our daily life.                  -Comment on Ss' performance and make necessary corrections</p>	<p>4. Can/could you tell me what the electric cooker is used for?                  -Well'it's used to cook rice and keep rice warm.</p> <p>-Work in pairs                  -Expected answer:                  1.store                      6.make                  2.transmit                 7.send                  3.process                   8.receive                  4.send                       9.design                  5.hold</p> <p>-Work in groups                  -Example :                  Because It can help us store .....</p>
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4-Consolidation:- Talk about the importance of information technology to our daily life.

5-Homework     - Learnt newwords by heart

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## แผนการจัดการเรียนรู้ที่ 1

วิชา ภาษาอังกฤษอ่าน-เขียน  
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ  
หน่วยการเรียนรู้ Personal Identification

รหัสวิชา ๑32205  
ชั้นมัธยมศึกษาปีที่ 4  
เวลา 2 ชั่วโมง

### 1. มาตรฐานการเรียนรู้และตัวชี้วัดที่เกี่ยวข้อง

● **มาตรฐาน ต 1.2** มีทักษะการสื่อสารทางภาษาในการแลกเปลี่ยนข้อมูลข่าวสาร แสดงความรู้สึกและความคิดเห็นอย่างมีประสิทธิภาพ

**ตัวชี้วัด ต 1.2 ม.5/1** สนทนาและเขียนโต้ตอบข้อมูลเกี่ยวกับตนเองและเรื่องต่าง ๆ ใกล้ตัว ประสบการณ์ สถานการณ์ ข่าว/เหตุการณ์ ประเด็นที่อยู่ในความสนใจของสังคม และสื่อสารอย่างต่อเนื่องและเหมาะสม

● **มาตรฐาน ต 1.3** นำเสนอข้อมูลข่าวสาร ความคิดรวบยอด และความคิดเห็นในเรื่องต่าง ๆ โดยการพูดและการเขียน

**ตัวชี้วัด ต 1.3 ม.5/1** พูดและเขียนนำเสนอข้อมูลเกี่ยวกับตนเอง ประสบการณ์ ข่าว/เหตุการณ์ เรื่องและประเด็นต่าง ๆ ที่อยู่ในความสนใจของสังคม

### 2. ผลการเรียนรู้

**ข้อที่ 2** พูดและเขียนเพื่อให้ข้อมูล บรรยาย อธิบาย เปรียบเทียบ และแสดงความคิดเห็นทั้งเรื่องส่วนตัว ข่าว และเหตุการณ์ต่าง ๆ ได้อย่างเหมาะสม

### 3. สาระสำคัญ

การเรียนรู้คำศัพท์เกี่ยวกับกิจวัตรประจำวัน คำวิเศษณ์บอกความถี่ ประโยคในรูป Present simple tense และ Adverbs of frequency เป็นการวางรากฐานที่ดีและเป็นประโยชน์ที่นำไปใช้ในการสื่อสารในชีวิตประจำวันและการศึกษาต่อในระดับที่สูงขึ้น

### 4. จุดประสงค์การเรียนรู้

- 4.1 เติมคำกริยาลงในช่องว่าง โดยใช้ Present simple tense ได้ถูกต้อง
- 4.3 แต่งประโยคโดยใช้คำวิเศษณ์บอกความถี่ได้ถูกต้อง
- 4.3 เขียนเกี่ยวกับกิจวัตรประจำวันของตนเองและพูดนำเสนอได้ถูกต้อง

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## 5. สารการเรียนรู้

- 5.1 **Vocabulary:** get up, wake up, have a shower, have breakfast, have lunch, have dinner, go to school, go to work, go home etc.
- 5.2 **Structure:** Present Simple Tense
- 5.3 **Function:** Talk about daily routines

## 6. สื่อการเรียนรู้

- 6.1 VDO นำเข้าสู่บทเรียน เรื่อง My Daily Routine  
from: <https://www.youtube.com/watch?v=0uj7bXmn724>
- 6.2 Text 1, 2

## 7. ภาระงาน/ชิ้นงาน

- 7.1 เขียน Daily routines
- 7.2 จัดทำ VDO clip เรื่อง My daily routines

## 8. ทักษะผู้เรียนในศตวรรษที่ 21 (3Rs 8Cs 2Ls)

- 8.1 ทักษะในสาระวิชาหลัก (3Rs)
  - 8.1.1  Reading (อ่าน)
  - 8.1.2  (W)riting (เขียน)
  - 8.1.2  (A)rithmetics (คณิตฯ)
- 8.2 ทักษะการเรียนรู้และนวัตกรรม (8Cs)
  - 8.2.1  Critical Thinking and Problem Solving  
(การคิดวิจารณ์ญาณ และแก้ปัญหา)
  - 8.2.2  Creativity and Innovation (การสร้างสรรค์ และนวัตกรรม)
  - 8.2.3  Cross-cultural Understanding (ความเข้าใจความต่างวัฒนธรรม)
  - 8.2.4  Collaboration, Teamwork and Leadership  
(การทำงานเป็นทีม ภาวะผู้นำ)
  - 8.2.5  Communications, Information, and Media Literacy  
(การสื่อสารสารสนเทศ)
  - 8.2.6  Computing and ICT Literacy (ทักษะด้านคอมพิวเตอร์ และเทคโนโลยี)
  - 8.2.7  Career and Learning Skills (ทักษะอาชีพ และการเรียนรู้)
  - 8.2.8  Compassion (คุณธรรม เมตตา กรุณา ระเบียบวินัย)

## 9. สมรรถนะที่สำคัญของผู้เรียน

- 9.1  ความสามารถในการสื่อสาร
- 9.2  ความสามารถในการคิด





- 9.3  ความสามารถในการแก้ปัญหา
- 9.4  ความสามารถในการใช้ทักษะชีวิต
- 9.5  ความสามารถในการใช้เทคโนโลยี

**10. คุณลักษณะอันพึงประสงค์**

- 10.1  รักชาติ ศาสน์ กษัตริย์
- 10.2  ซื่อสัตย์สุจริต
- 10.3  มีวินัย
- 10.4  ใฝ่เรียนรู้
- 10.5  อยู่อย่างพอเพียง
- 10.6  มุ่งมั่นในการทำงาน
- 10.7  รักความเป็นไทย
- 10.8  มีจิตสาธารณะ

**11. ความสัมพันธ์กับกลุ่มสาระการเรียนรู้อื่น**

- 11.1 กลุ่มสาระเรียนรู้วิทยาศาสตร์และเทคโนโลยี

**12. กิจกรรมการเรียนรู้**

ครู	นักเรียน
<p><b>ขั้นนำเข้าสู่บทเรียน (Introduction)</b></p> <p>1. ครูทักทายนักเรียน</p> <p>2. ครูให้นักเรียนดูวิดีโอ เรื่อง “My daily routines” เพื่อนำเข้าสู่บทเรียน</p> <p>3. ครูถามคำถามจากวิดีโอ เช่น</p> <ul style="list-style-type: none"> <li>- What time does she wake up?</li> <li>- What does she have for breakfast?</li> </ul> <p>4. ครูแจ้งจุดประสงค์ในการเรียน</p>	<p>1.นักเรียนทักทายครู</p> <p>2. นักเรียนดูวิดีโอ เรื่อง “My daily routines” เพื่อนำเข้าสู่บทเรียน</p> <p>3. นักเรียนตอบคำถามจากวิดีโอ เช่น</p> <ul style="list-style-type: none"> <li>- She wakes up at..... .</li> <li>- She has..... for breakfast?</li> </ul> <p>4. นักเรียนรับฟังถึงจุดประสงค์ของการเรียน บทเรียนดังกล่าว</p>
<p><b>ขั้นนำเสนอเนื้อหา (Presentation)</b></p> <p>1. ครูแจกใบความรู้ Vocabulary แล้วแนะนำ คำศัพท์ใหม่ให้นักเรียนออกเสียงตามพร้อมทั้ง ให้นักเรียนเดาความหมายของคำศัพท์จากรูปภาพที่นำมาและเดาจากคำจำกัดความที่นำมา</p> <p>2. ครูแจก Text 1 แล้วอธิบายหลักการใช้ Present simple tense ให้นักเรียนฟัง</p>	<p>1. นักเรียนรับใบความรู้ Vocabulary แล้วออกเสียงคำศัพท์ตามที่ละคำ พร้อมทั้งทำความเข้าใจความหมายของคำศัพท์โดยเดาความหมายของคำศัพท์จากรูปภาพที่นำมาและเดาจากคำจำกัดความที่นำมา</p> <p>2. นักเรียนรับ Text 1 แล้วฟังครูอธิบายหลักการใช้ Present simple tense</p>



(ต่อ)

ครู	นักเรียน
3. ครูแจก Text 2 แล้วอธิบายหลักการใช้ วิเศษณ์บอกความถี่ (Adverbs of frequency) ให้นักเรียนฟัง	3. นักเรียนรับ Text 2 แล้วฟังครูอธิบาย หลักการใช้ (Adverbs of frequency)
<b>ขั้นฝึก (Practice)</b> <b>Activity 1: Present simple tense</b> 1. ครูอธิบายขั้นตอนการทำ 2. ครูแจก Activity 1 เป็นกิจกรรมให้นักเรียน เติมคำกริยาลงในช่องว่าง โดยใช้ Present simple tense ที่เรียนมา 3. ครูกำหนดเวลา 10 นาที ในการทำกิจกรรม เมื่อหมดเวลาครูเก็บรวบรวม Activity 1 เพื่อตรวจและให้คะแนน  <b>Activity 2: Adverb of frequency</b> 1. ครูอธิบายขั้นตอนการทำ 2. ครูแจก Activity 2 เป็นกิจกรรมให้นักเรียน แต่งประโยคโดยใช้ Adverbs of frequency 3. ครูกำหนดเวลา 10 นาที ในการทำกิจกรรม เมื่อหมดเวลาครูเก็บรวบรวม Activity 2 เพื่อตรวจและให้คะแนน	1. นักเรียนฟังครูอธิบายขั้นตอนการทำ 2. นักเรียนรับ Activity 1 จากครู  3. นักเรียนแต่ละคนทำกิจกรรม เมื่อหมดเวลา นักเรียนส่ง Activity 1  1. นักเรียนฟังครูอธิบายขั้นตอนการทำ 2. นักเรียนรับ Activity 2 จากครู  3. นักเรียนแต่ละคนทำกิจกรรม เมื่อหมดเวลา นักเรียนส่ง Activity 2
<b>ขั้นการนำไปใช้ (Production)</b> <b>Activity 3: Writing and speaking daily routines</b> 1. ครูแจกตัวอย่างการเขียน Daily routines พร้อมทั้งอธิบายให้นักเรียนฟัง 2. ครูแจก Activity 3 และกำหนดเวลาในการ ทำ 10 นาที 3. ครูให้นักเรียนแลกเปลี่ยนงานเขียนกับเพื่อน เพื่อแลกเปลี่ยนความคิดเห็นของงานเขียนซึ่งกัน ละกัน	1. นักเรียนรับตัวอย่างงานเขียน Daily routines และฟังครูอธิบาย 2. นักเรียนรับ Activity 3  3. นักเรียนแลกเปลี่ยนงานเขียนกับเพื่อนพร้อม แสดงความคิดเห็น

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(ต่อ)

ครู	นักเรียน
4. ครูให้นักเรียนจับคู่ฝึกพูดเกี่ยวกับ Daily routines ของตนเอง	4. นักเรียนนักเรียนจับคู่ฝึกพูดเกี่ยวกับ Daily routines ของตนเอง
5. ครูให้นักเรียนรวบรวม Activity 3 ส่งครูเพื่อตรวจและให้คะแนน	5. นักเรียนส่ง Activity 3
6. ครูให้นักเรียนบันทึกวิดีโอการพูด Daily routines ของตนเอง แล้วให้นักเรียนส่งทาง Google classroom ภายในเวลา 1-2 วัน	6. นักเรียนบันทึกวิดีโอการพูด Daily routines ของตนเอง แล้วส่งทาง Google classroom ภายในเวลาที่กำหนด
<b>ขั้นสรุป (Conclusion)</b> 1. ครูให้นักเรียนช่วยกันสรุปคำศัพท์และไวยากรณ์ที่เรียน	1. นักเรียนช่วยกันสรุปคำศัพท์และไวยากรณ์ที่เรียน

### 13. การวัดผลประเมินผล

สิ่งที่ประเมิน	วิธีประเมิน	เครื่องมือประเมิน	เกณฑ์ประเมิน
Activity 1: Present simple tense	ครูตรวจใบงานและให้คะแนน	ใบงาน Activity 1: Present simple tense	นักเรียนได้คะแนนร้อยละ 70 ขึ้นไปถือว่าผ่านเกณฑ์
Activity 2: Adverbs of frequency	ครูตรวจใบงานและให้คะแนน	ใบงาน Activity 2: Adverbs of frequency	นักเรียนได้คะแนนร้อยละ 70 ขึ้นไปถือว่าผ่านเกณฑ์
Activity 3: Writing and speaking daily routines	ครูตรวจใบงานและให้คะแนน	แบบประเมินการเขียนและการพูด	นักเรียนได้รับการประเมินในระดับคุณภาพดี ขึ้นไปถือว่าผ่านเกณฑ์การประเมิน
การมีคุณลักษณะอันพึงประสงค์ มีความรับผิดชอบ ใฝ่เรียนรู้ และมุ่งมั่นในการทำงาน	ตรวจให้คะแนนตามแบบประเมิน	แบบประเมินคุณลักษณะอันพึงประสงค์ มีความรับผิดชอบ ใฝ่เรียนรู้ และมุ่งมั่นในการทำงาน	นักเรียนได้รับการประเมินในระดับคุณภาพดีขึ้นไปถือว่าผ่านเกณฑ์การประเมิน

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14. บันทึกหลังการสอน

14.1 ผลการจัดการเรียนรู้

จากการจัดการเรียนรู้ตามแผนการจัดการเรียนรู้ที่ 1 เรื่อง Daily Routines  
นักเรียนจำนวน 309 คน ผลปรากฏ ดังนี้

- 1) นักเรียนปฏิบัติกิจกรรมใน Activity 1 (Present simple tense)  
ผ่านคิดเป็นร้อยละ.....และไม่ผ่านคิดเป็นร้อยละ.....
- 2) นักเรียนปฏิบัติกิจกรรมใน Activity 2 (Adverbs of frequency)  
ผ่านคิดเป็นร้อยละ.....และไม่ผ่านคิดเป็นร้อยละ.....
- 3) นักเรียนปฏิบัติกิจกรรมใน Activity 3 (Writing and speaking daily routines)  
ผ่านคิดเป็นร้อยละ.....และไม่ผ่านคิดเป็นร้อยละ.....
- 4) นักเรียนผ่านการประเมินสมรรถนะที่สำคัญ คิดเป็นร้อยละ.....  
ไม่ผ่าน คิดเป็นร้อยละ.....
- 5) นักเรียนผ่านการประเมินทักษะผู้เรียนในศตวรรษที่ 21 คิดเป็นร้อยละ.....  
ไม่ผ่าน คิดเป็นร้อยละ.....
- 6) นักเรียนผ่านการประเมินคุณลักษณะอันพึงประสงค์ คิดเป็นร้อยละ.....  
ไม่ผ่าน คิดเป็นร้อยละ.....

14.2 เวลาในการจัดการเรียนรู้

ตรงตามแผน ฯ  น้อยกว่าแผน ฯ  มากกว่าแผน ฯ

14.3 การใช้สื่อ / แหล่งเรียนรู้

ตรงตามแผน ฯ  ไม่ตรงตามแผน ฯ เพราะ .....

14.4 ปัญหาและอุปสรรค

- 1) นักเรียนที่ไม่ผ่านการทดสอบ การปฏิบัติกิจกรรม ได้ดำเนินการแก้ไขโดย  
.....ผลการแก้ไข  ผ่าน  ไม่ผ่าน
- 2) นักเรียนไม่ผ่านการประเมินสมรรถนะสำคัญของผู้เรียน ได้ดำเนินการแก้ไขโดย  
.....ผลการแก้ไข  ผ่าน  ไม่ผ่าน
- 3) นักเรียนไม่ผ่านการประเมินทักษะผู้เรียนในศตวรรษที่ 21 ได้ดำเนินการแก้ไขโดย  
.....ผลการแก้ไข  ผ่าน  ไม่ผ่าน
- 5) นักเรียนไม่ผ่านการประเมินคุณลักษณะอันพึงประสงค์ ได้ดำเนินการแก้ไขโดย  
.....ผลการแก้ไข  ผ่าน  ไม่ผ่าน



ความเห็นของฝ่ายวิชาการ

.....  
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ลงชื่อ.....

( )

ตำแหน่ง รองผู้อำนวยการ / หัวหน้าฝ่ายวิชาการ

ความเห็นของผู้บริหาร

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ลงชื่อ.....

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ตำแหน่ง ผู้อำนวยการโรงเรียน

**UIN**

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JEMBER**

## **Appendix 5**

### **Research Instrument**

#### **1. Observation Instrument**

- a. The organization structure of Ekkapapsasawich Islamic School Thailand
- b. The students' condition dealing with English speaking skill
- c. The steps of teaching speaking skill through Taboo Game at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year

#### **2. Interview Instrument**

- a. The reason of teaching speaking skill through Taboo Game at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year
- b. The students' respond of teaching speaking skill through Taboo Game at the tenth grade science-mathematics students program of Ekkapapsasawich Islamic School Thailand 2023-2024 academic year

#### **3. Document Review Instrument**

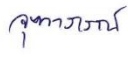




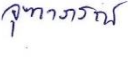


- a. The Profile of Ekkapapsasawich Islamic School
- b. The Vision and mission of Ekkapapsasawich Islamic School
- c. The data of students at the tenth grade of science-mathematics program of Ekkapapsasawich Islamic School

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## Appendix 6

### RESEARCH JOURNAL

**The Implementation of Teaching Speaking Skill Through Taboo Game at The Tenth Grade  
Science-Mathematics Students of Ekkapapsasawich Islamic School Thailand  
2023-2024 Academic Year**

No	Day/Date	Activity	Signature
1.	Monday, 14 August 2023	The researcher conducts the preliminary study by conducting observations and interviews with the English teacher.	
2.	Tuesday, 22 August 2023	The researcher submits for research permission.	
3.	Friday, 25 August 2023	Observe the implementation of teaching speaking skill through taboo game at the tenth grade science-mathematics students of Ekkapapsasawich Islamic School Thailand.	
4.	Wednesday, 30 August 2023	Observe the implementation of teaching speaking skill through taboo game at the tenth grade science-mathematics students of Ekkapapsasawich Islamic School Thailand.	
5.	Wednesday, 30 August 2023	Interview with the students at the tenth grade science-mathematics students of Ekkapapsasawich Islamic School Thailand.	
6.	Thursday, 31 August 2023	Interview with the English teacher at the tenth grade science-mathematics students of Ekkapapsasawich Islamic School Thailand.	
7.	Thursday, 31 August 2023	Complete the research data and document review.	
8.	Friday, 1 September 2023	The researcher asks for a letter of research completion from Ekkapapsasawich Islamic School Thailand.	

Peneliti,



Samawee Looklem

Krabi Thailand, 1 September 2023

Kepala sekolah



Takeem Kuldee





## Appendix 8

### SURAT KETERANGAN

Yang bertanda tangan di bawah ini Kepala Ekkapapsasnowich Islamic School Thailand :

Nama : Takeem Kuldee  
Jabatan : Kepala sekolah  
Alamat : 74/11 No.2 Saikhao, Khlongthom, Krabi, Thailand

Dengan ini menyatakan bawa mahasiswa :

Nama : SAMAWEE LOOKLEM  
Nim : T20176102  
Fakultas / Jurusan Prodi : Fakultas Tarbiyah dan ilmu keguruan / Tadris Bahasa Inggris  
Universitas : UIN KHAS Jember

Telah menyelesaikan penelitian dalam rangka penyusunan Skripsi dengan judul : **“THE IMPLEMENTATION OF TEACHING SPEAKING SKILL THROUGH TABOO GAME AT THE TENTH GRADE SCIENCE-METHEMETICS STUDENTS OF EKKAPAPSASNAWICH ISLAMIC SCHOOL THAILAND 2023-2024 ACADEMIC YEAR”**

Demikian surat keterangan ini di buat dan untuk digunakan sebagaimana mestinya.

Krabi Thailand, 1 September 2023

Kepala sekolah,

  
**TAKEEM KULDEE**  
อ.คลองท่อม อ.กระบี่

## Appendix 9



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
Website: www.uinkhas.ac.id

### SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Samawee Looklem

NIM : T20176102

Program Studi : Tadris Bahasa Inggris

telah lulus cek similarity dengan menggunakan aplikasi turnitin dengan skor sebesar 18,5 %

1. BAB I : 26 %

2. BAB II : 27 %

3. BAB III : 23 %

4. BAB IV : 11 %

5. BAB V : 6 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 1 December 2023

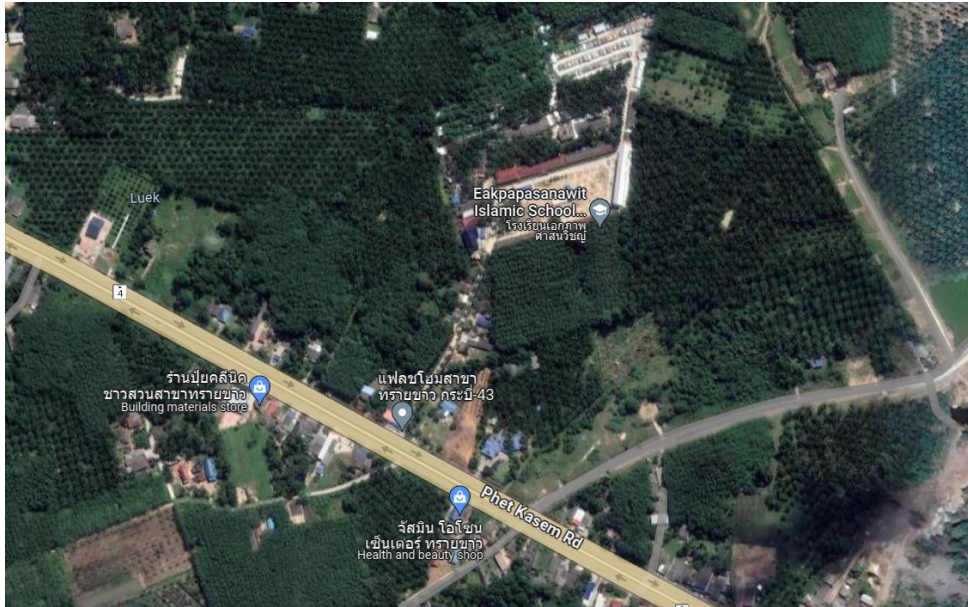
Petugas Ruang Baca



Ulfa Dina Nofenda S.SOs.I,M.Pd

## Appendix 10

### Documentation



Geographic Condition of Ekkapapsasawich Islamic School Thailand



Research Location: Ekkapapsasawich Islamic School Thailand



Teacher explained the material



The students play taboo game



Focus group Interview



Researcher with Miss Jutaporn Udee as the English teacher at the tenth grade students of Ekkapapsasnasawich Islamic School Thailand

## Appendix 11

### CURRICULUM VITAE



Name : Samawee Looklem  
SRN : T20176102  
Place, date of birth : Kribi Thailand, 5<sup>th</sup> of April 1998  
Gender : Male  
Address : Huaynamkhao, Klongtohm, Krabi, Thailand.  
Faculty : Education and Teacher Training  
Major : English Education Program  
Email : [samawee1@hotmail.co.th](mailto:samawee1@hotmail.co.th)

#### Education background

Kindergarten : Bannamron Krabi  
Elementary School : Rungarunsuksa School  
Junior High School : Ekkapapsasawich Islamic School  
Senior High School : Ekkapapsasawich Islamic School