

A Study of Enhancing English Vocabulary of Grade 4 Student Through Communicative Activities and Games

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Abstract

This research studied of the development of English vocabulary by using communicative activities and games of grade four students in Taunggyi, Myanmar. The purposes of this research were 1) to study the status of teaching English vocabulary through communicative activities and games for Grade 4 students, 2) to develop teaching English vocabulary to Grade 4 students using communicative activities and games and 3) study the satisfaction with the teaching model of English vocabulary to Grade 4 students using communicative activities and games. This study was used experimental research and qualitative research. For experimental research used one-group pretest-posttest design. Research area was Pyinnyar Ou Yin Monastic Education school in Southern Shan State, Taunggyi, Myanmar. The target group was 32 students at grade III at Plearn Academy, Phranakorn Sri Ayutthaya Province by random. The research instruments consisted of 8 lesson plans taught by games, pretest and posttest, and students' satisfaction questionnaire. The data were analyzed by percentage, mean, and standard deviation.

The results of this research were found that:

1. The use of English vocabulary games in teaching helped students learn vocabulary better. They could remember and understand words more precisely. The average values were 12.54.

2. After using vocabulary games for teaching, the post-test results showed that the average score for English vocabulary skills seemed to be much higher than the minimum.

3. The students' satisfaction with the satisfied-level vocabulary game activities used in teaching.

Keyword: A Study of Enhancing English; English Vocabulary; English and Communicative Activities

Introduction

The world over, English is a crucial language for communication. Most individuals utilize it as a communication tool on a global scale. Additionally, English is used in politics, the economics, and employment. Thailand is one of the nations where English is highly valued because it is essential for daily interactions, including conducting local and international commerce, reading the news, and participating in school.

By emphasizing the study of the development of the English language in four skill areas—listening, speaking, reading, and writing—Thailand has improved education at all levels. Uthai Dulyakasem (2017: 25-33) said “if the teacher has a good teaching method, it will directly affect the learning of the students. Therefore, teachers must seek more knowledge in their specific field English language. Teachers should have moral and ethical values and a positive outlook on the teaching profession”.

Nowadays, education has many teaching methods, and the duty of teachers is giving the knowledge to the students. The technique of teaching for the teachers must teach with fun in the classroom such as the use of games. This technique encourages students to grow in relation with their potential and the activities' substance. As a result, game-based learning can assist students in becoming engaged in all of their academic topics. It is a technique that can pique students' interests in both the activities and the subject matter. It fosters an engaging learning environment and makes students want to study. Both classroom and online learning can make use of this.

Learning English in Thailand aims for students to be able to use foreign languages for communication in real life, pursues a career higher education. As well as understand the diverse cultures of foreign countries, the learners' quality of 3rd grader is first, be able to pronounce words accurately and fluently; to read aloud alliterations, texts, short stories and simple verses; understand meanings of the words and texts read; pose logical questions; to make a sequence of situations; to surmise situations; to summarize knowledge and insights from what has been read; follow instructions and explanations from their readings; understand meanings and data from diagrams, maps and charts; read regularly, and have good reading manners. Second, spelling words and understanding their meanings; recognize differences between words and syllables, understand functions of words in sentences; skillful in using dictionaries to look up meanings of words; construct simple (Ministry of Education, 2008: 42) sentences; compose alliterations, mottoes, and choose standard Thai language and dialects appropriately to the occasion. All four language acquisition skills—listening, speaking, reading, and writing—must be mastered. Vocabulary is another important part of learning English. To communicate, vocabulary is a necessity, yet grammatical usage may not always be accurate. Students who learn vocabulary in the classroom via memorization sometimes become bored and bored to study. Therefore,

games provide an opportunity for students to collaborate and cooperate with each other, create a fun, interesting, and effective learning environment, and promote an enjoyable learning experience and teach students vocabulary (A. Pourhosein Gilakjani, 2023: Online).

In the experience, the researcher observed the students in the English classes. When teachers organized activities, such as listening, speaking, reading and writing skills, the students were less able to work or do activities. So that the researcher has the same problem as Theewara Platapiantong said that the students were unable to remember the words during the lessons and the students memorizing the words in the interpretive form for the exam. This may make students remember only temporarily. So, it is the problems in learning English. They won't be able to communicate at all. (Theewara Platapiantong, 2019: 8) Nattanon Phutrakul et al. (2021: 91-97) said that the achievement of memorizing English words using communicative activities and games for teaching students after school was higher than before. This showed that the use of word games in teaching encourages students to memorize English words better. This may be using communicative activities and games for teaching is an activity that focuses on engaging students in activities and focus on creating a learning experience for the students themselves.

From the problems, researcher faced in teaching vocabulary. These are the problems from the students' inability to translate. They don't know the words. So, the researcher is interested in the use of word games to practice vocabulary skills in learning English for the 3rd graders students because learning vocabulary using word games will keep students entertained, curious, eager to learn, and especially make them learn more vocabular memorize well and can use them in speaking, listening, reading and writing.

Research Questions

- 1) What is the status of teaching English vocabulary through communicative activities and games for grade 4 students?
- 2) What is the development of teaching English vocabulary to grade 4 students using communicative activities and games?
- 3) What is the satisfaction with the model of teaching English vocabulary to Grade 4 students using communicative activities and games?

Research Objectives

- 1) To study the development of English vocabulary through communicative activities and games for grade 4 students.
- 2) To develop English vocabulary of grade four students through communicative activities and games in Taunggyi, Myanmar.

3) To study the students' satisfaction of English vocabulary after using communicative activities and games of grade four students in Taunggyi, Myanmar.

Methodology

1) The population is 50 students of grade four students in Taunggyi, Myanmar where is the English tutorials course.

2) The sample groups used in this study are 32 students of grade four students in Taunggyi, Myanmar where is the English tutorials course by random sampling.

3) Pre-Experimental research by using pre and post experiment with the samples was shown as below

Samples	Pre-Experimental Test	Experimental variable	Post-Experimental Test
E	T ₁	X	T ₂
E	means	Samples	
T ₁	means	Pre-Experimental Test	
X	means	Teaching English vocabulary by games	
T ₂	means	Post-Experimental Test	

Research Results

1) Study the development of English vocabulary by using communicative activities and games of grade four students in Taunggyi, Myanmar illustrates that the researcher has created the manual of development of English vocabulary by using communicative activities and games. and the opinion questionnaire on English vocabulary by using communicative activities and games illustrates that the opinion of students on English vocabulary using communicative activities and game is found that all aspects have the average mean score 4.01 which is at high level. When it is considered each aspect, it is found that the item no. 1. English vocabulary game developing students' ability of spelling Vocabulary (\bar{x} = 4.22, S.D. = 0.66), item no. 6. English vocabulary game stimulating students' interesting (\bar{x} = 4.19, S.D. = 0.64) and item no. 8. English vocabulary game is chosen; it is suited for the level knowledge of students (\bar{x} = 4.06, S.D. = 0.62) and item that is fewer average means score is 5. English vocabulary game helping the situation for supporting of learning (\bar{x} = 3.78, S.D. = 0.55).

2) Develop English vocabulary after using communicative activities and games of grade four students in Taunggyi, Myanmar. Comparison the ability in developing English Vocabulary by using communicative activities and game. Indicates that comparison the

ability in developing English Vocabulary by using communicative activities and game is found that the students who have the score post-test of developing English vocabulary by using communicative activities and game (\bar{x} =15.28, S.D. = 1.67) are higher than pre-test of developing English vocabulary by using communicative activities and game (\bar{x} =9.81, S.D. = 1.55) as statistically significant at 0.5.

3) Study the students' satisfaction after using communicative activities and games of grade four students in Taunggyi, Myanmar. Illustrates that satisfaction of the students' satisfaction of grade four students in Taunggyi, Myanmaron development English vocabulary by using communicative activities and game. It is found that all aspects have the average means score are 4.02 which is at high level. When it is considered each aspect. The item that is at highest level is item no. 1. teacher encourages students to have creativity. (\bar{x} = 4.34, S.D. = 0.65) and the item no. 10. Students can ask the questions. (\bar{x} =4.34, S.D. = 0.60) and item no. 6. Teacher has the suitable personality and good communication. (\bar{x} =4.28, S.D. = 0.63) and the item that is the fewest means score is item no. 2. Teacher uses many kinds of teaching method and teaching materials. (\bar{x} =3.75, S.D. = 0.67) and item no. 5. Teacher intends to teach, helps, and facilitates to the students in every learning activity. (\bar{x} = 3.75, S.D. = 0.62)

Discussion

1) Study the development of English vocabulary by using communicative activities and games of grade four students in Taunggyi, Myanmar illustrates that the researcher has created the manual of development of English vocabulary by using communicative activities and games. and the opinion questionnaire on English vocabulary by using communicative activities and games illustrates that the opinion of students on English vocabulary using communicative activities and game is found that all aspects have the average mean score 4.01 which is at high level. When it is considered each aspect, it is found that the item no. 1. English vocabulary game developing students' ability of spelling Vocabulary (\bar{x} = 4.22, S.D. = 0.66), item no. 6. English vocabulary game stimulating students' interesting (\bar{x} = 4.19, S.D. = 0.64) and item no. 8. English vocabulary game is chosen; it is suited for the level knowledge of students (\bar{x} = 4.06, S.D. = 0.62) and item that is fewer average means score is 5. English vocabulary game helping the situation for supporting of learning (\bar{x} = 3.78, S.D. = 0.55). In this study, the researcher organized an English teaching and learning activity by bringing vocabulary activities in the teaching. Games keep students entertained, stay alert and don't feel bored with studying. Most of vocabularies are in the lesson content. Some are new words. Teacher organize activities in a way that students have to move and exercise as well. From the observations of the researcher while teaching, it was found that the students felt excited and eager to learn. While doing the specified

activities, all students cooperate, be assertive, and have perseverance in doing that activity. even though students sometimes pronounce words incorrectly. However, the students were happy to play the game and improve their speaking, listening, reading, and writing skills. Using communicative activities and games in activities which the students saw as a very valuable experience. This is related with the saying of Pachina “Playing games in the classroom increase overall motivation. Students can learn a lot of important skills through games. Students can learn a variety of skills through playing games, including critical thinking abilities, creativity, teamwork, and good sportsmanship” (Elizaveta Pachina, 2023: Online). and Tracy said “Games provide children with the opportunity to relax and have fun, which helps them understand and remember new words. Second, the friendly competitiveness that frequently occurs in the games keeps the students interested” (Cindy Tracy, 2023: Online).

2) Develop English vocabulary after using communicative activities and games of grade four students in Taunggyi, Myanmar. Comparison the ability in developing English Vocabulary by using communicative activities and game. Indicates that comparison the ability in developing English Vocabulary by using communicative activities and game is found that the students who have the score post-test of developing English vocabulary by using communicative activities and game (\bar{x} =15.28, S.D. = 1.67) are higher than pre-test of developing English vocabulary by using communicative activities and game (\bar{x} =9.81, S.D. = 1.55) as statistically significant at 0.5. as Apornsiri Phonraksa (2018) studied the Improvement of English vocabulary learning ability by using communicative activities and games for Prathomsuksa 4 (Grade 4) Students of Chumchonchiangmai- Pattana School, Prochai District, Roi-Et Province, under The Office of the Roi-Et Primary Educational Service Area 3. The research results were found as follows: 1) the effectiveness index (E.L.) of the English vocabulary learning ability improvement lesson plans was 0.8428 which showed that the students' ability was higher at 84.28: 2) the score from post-test for the students' English vocabulary learning ability improvement by using communicative activities and games was than the score from the post-test at the level of significance .05. days of learning by using communicative activities and games, the students' English vocabulary learning was not different according to Waralee Rungbanjit and Woratha Rungbanjit (2021: 106-116) studied using word games for development of Chinese vocabulary learning and pronunciation of grade 11 students at Thamavityamulniti School, Sateng Sub-district, Mueang District, Yala Province. The findings were as follows: 1) after implementing Chinese word games, a mean posttest score of 3 5 students was 15.11, which was higher than a mean pretest score at 9.46, or accounting for the difference at 5.66 points with a statistical significance level of .05. along with Nattanon Phutrakul et al. (2021: 91-97) studied the development of english vocabulary recognition ability by using educational game for Matthayomsuksa 3 Students

in Wat Rai-Khing Wittaya School. The research result found that: 1) the English vocabulary ability of Matthayomsuksa 3 students after using educational games have passed the criteria of 70 percent by 31 students accounted for 83.78 percent of all students and there were 6 students have not passed the criteria of 70 percent accounted for 16.21 percent of all students. 2) the achievement of learning English vocabulary with educational games was higher than the pre-test at .01 level significant. The scores before learning English with educational games had an average score of 12.43 with a standard deviation of 2.34 and scores after learning English with educational games were averaged 21.05 points with a standard deviation of 2.03.

3) Study the students' satisfaction after using communicative activities and games of grade four students in Taunggyi, Myanmar. Illustrates that satisfaction of the students' satisfaction of grade four students in Taunggyi, Myanmar on development English vocabulary by using communicative activities and game. It is found that all aspects have the average means score are 4.02 which is at high level. When it is considered each aspect. The item that is at highest level is item no. 1. teacher encourages students to have creativity. (\bar{X} =4.34, S.D. = 0.65) and the item no. 10. Students can ask the questions. (\bar{X} =4.34, S.D. = 0.60) and item no. 6. Teacher has the suitable personality and good communication. (\bar{X} =4.28, S.D. = 0.63) and the item that is the fewest means score is item no. 2. Teacher uses many kinds of teaching method and teaching materials. (\bar{X} =3.75, S.D. = 0.67) and item no. 5. Teacher intends to teach, helps, and facilitates to the students in every learning activity. (\bar{X} =3.75, S.D. = 0.62) related to Kathinthong, C., & Adipat, S. (2022: 320-331) studied the development of vocabulary learning using communicative activities and game-based learning for grade 13 students. The results of the research can be summarized as follows: The students were satisfied with learning English vocabulary using communicative activities and games at a highest level as along with Thaichantararak, Bunthawee, & Poolpoem (2021: 163-184) studied using vocabulary games to develop english vocabulary learning of students at demonstration school Buriram Rajabhat University. The students' opinions towards English vocabulary games were rated at high level for all of the games in this research. The overall students' satisfaction was 4.16. When considered separately, the highest level was Pictionary, Deaf & Dumb Spelling and Bingo, respectively. According to Natdanai Intharasomjai (2021) studied development of the competency of spelling English vocabulary of the grade 9 students by using communicative activities and game. The result was found that the students felt to prefer English vocabulary game with was at high level.

Suggestions

Suggestions for teaching and learning

1) Using the teaching vocabulary game, teachers should tell students about the purpose of playing the game. It is a vocabulary practice that uses game activities to teach in order to review and memorize vocabulary. Sometimes students may not understand and only play to compete with friends. There are some groups that tell the answer to a friend in the group.

2) Grouping games should have various methods. Students can change groups to do activities with others, giving them the opportunity to help each other even more.

3) Teachers should use English vocabulary games by selecting useful games and inserting them into the different stages of teaching English. They may do review exercises for students after teaching to help them achieve higher learning outcomes.

4) Students should be given the choice to select from a list of games that teachers have created for the purpose of educating. Students will feel more engaged in learning as a result.

Suggestions for further research

1) Should be researched and tested using teaching games with different groups of students and levels.

2) Should be carried out using experimental word game activities to teach listening, speaking, reading, and writing skills.

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