

The Development of English Vocabulary by Using Games of Primary School Grade III Pupils at Plearn Academy

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Abstract

This research studied of the development of English vocabulary by using games of primary school grade iii pupils at Plearn academy. The purposes of this research were 1) to develop English vocabulary skills after using games for teaching of primary school grade III pupils at Plearn academy. 2) To study the pupils' satisfaction after using games for learning. This study was used experimental research and qualitative research. For experimental Research, researcher use one-group pretest-posttest design. Research area was Plearn academy, Phranakorn Sri Ayutthaya Province. The target group is 32 pupils 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 help pupils learn vocabulary better. They can 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 seems to be much higher than the minimum.
3. The pupils' satisfaction with the satisfied-level vocabulary game activities used in teaching.

Keywords: Games; English Vocabulary; Students; Teachers.

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. Dulyakasem (2017) 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 Moral and ethical values and a positive outlook on the teaching profession.”

Nowadays, learning has taken place in a different way than it did when lectures were the main kind of instruction given in the classroom. As a result, teachers must combine teaching with having fun in the classroom such as the use of games as a learning management tool. This encourages pupils to grow in relation with their potential and the activities' substance. As a result, game-based learning can assist pupils in becoming engaged in all of their academic topics. It is a technique that can pique pupils' interests in both the activities and the subject matter. It fosters an engaging learning environment and makes pupils want to study. Both classroom and online learning can make use of this.

Learning English in Thailand aims for pupils to be able to use foreign languages for communicate in real life, pursue a career and pursue higher education. As well as understand the diverse cultures of foreign countries. The learners' quality of 3rd grader are first, be able to pronounce words accurately and fluently; read aloud alliterations, texts, short stories and simple verses; understand meanings of the words and texts read; pose logical questions; make a sequence of situations; surmise situations; 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, spell words and understand 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) 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. Pupils who learn vocabulary in the classroom via memorization sometimes become bored and bored to study. Therefore, the manner of teaching language is crucial. One method of instruction that uses word games to assist pupils remember English vocabulary after two weeks of learning finds that the pupils are extremely interested in word game activities.

Research Objectives

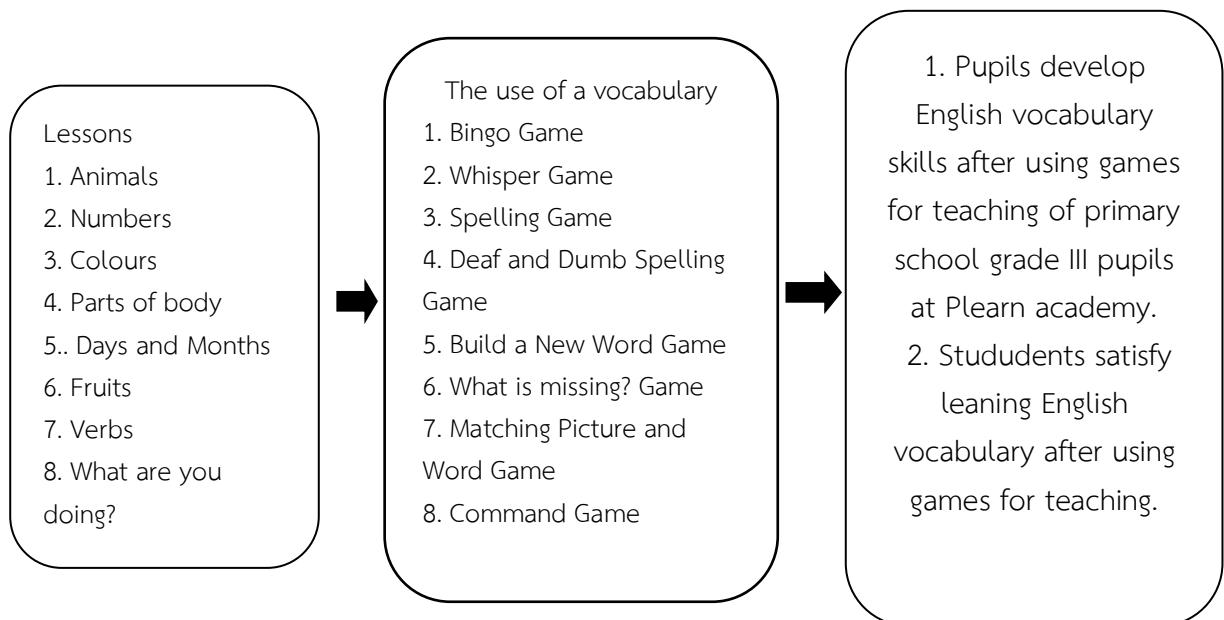
1. To develop English vocabulary skills after using games for teaching of primary school grade III pupils at Plearn academy.

2. To study the pupils' satisfaction after using games for learning.

Research Hypothesis

1. Pupils who studied using the vocabulary games for teaching had a higher average score on English vocabulary skills.
2. Pupils like learning vocabulary using games.

Conceptual Framework



Research Methodology

This research is experimental research and qualitative research. For experimental Research, researcher use one-group pretest-posttest design. It is the test that use only one group. The type of t-test is one-sample. Research area was Plearn Academy, Phranakorn Sri Ayutthaya Province. The sample group used in this study are 32 pupils in grade 3, Plearn academy is room 1 acquired by random. Research tools have 3 kinds consists of 1) lesson plan that using vocabulary games. 2) the tests, multiple choice exam and writing the word. It has 36 questions. 3) the satisfaction surveys.

Data analysis results

The data collected by the research tools provided results that answered Research Objective.

1. To develop English vocabulary skills after using games for teaching of primary school grade III pupils at Plearn academy.
2. To study the pupils' satisfaction after using games for learning.

The findings of the study are presented in terms of tables and description. The results of the data analysis are divided into 2 parts:

1. The pupils' pre and post test scores in vocabulary test.

The results in this section show how the vocabulary test scores from the first exam and the second exam compare, as well as how well the pupils learned the vocabulary after playing games that taught them the word. The first research question of the study will be addressed in this section.

Number	Pre-test scores (18 scores)	Post-test scores (18 scores)
1	10	16
2	11	15
3	9	11
4	9	13
5	7	16
6	8	12
7	10	15
8	10	13
9	12	17
10	11	15
11	10	15
12	13	18
13	9	15
14	8	16
15	9	15
16	13	17
17	9	15
18	10	15
19	11	15
20	12	17
21	11	15
22	10	15
23	9	13
24	10	18
25	11	17
26	10	15
27	9	14
28	10	18
29	6	15
30	8	16
31	10	17
32	9	15
\bar{x}	9.81	15.28

S.D.	1.55	1.67
Percentage	30.65%	47.75%

2. Pupils' satisfaction about the games used teaching after the experiment.

Pupils' satisfaction			
Games	\bar{x}	S.D.	satisfied
1. Bingo Game	4.34	1.04	very satisfied
2. Whisper Game	3.75	1.27	very satisfied
3. Spelling Game	3.78	1.31	very satisfied
4. Deaf and Dumb Spelling Game	4.12	1.04	very satisfied
5. Build a New Word Game	3.75	1.14	very satisfied
6. What is missing? Game	4.28	.99	very satisfied
7. Matching Picture and Word Game	3.88	.98	very satisfied
8. Command Game	4.03	.93	very satisfied
Total	3.99	1.09	very satisfied

From Table, it shows that a student's preference for the games that the teacher attributed to all subsequent. Using games for teaching was greater for all games that were taught.

Discussion of the research

Using English vocabulary games in teaching help pupils develop their English vocabulary. The results can discuss as follows.

1. From the analysis of the mean scores on the test, the average score was 12.54. Because of teaching by using the word game activity is an activity that focuses on getting pupils to practical, pupils were able to do activities with fun, relaxation, and no stress which is led to awareness and understanding. This score achieved the objectives set due to the following factors.

1.1 In this study, the researcher organized an English teaching and learning activity by bringing vocabulary activities in the teaching. Games keep pupils entertained, stay alert and don't feel bored with studying. Most of vocabularies are in the lesson content. Some are new words. Teacher organizes activities in a way that pupils have to move and exercise as well. From the observations of the researcher while teaching, it was found that the pupils felt excited and eager to learn. While doing the specified activities, all pupils cooperate, be assertive, and have perseverance in doing that activity.

even though pupils sometimes pronounce words incorrectly. However, the pupils were happy to play the game and improve their speaking, listening, reading, and writing skills. Using games in activities which the pupils saw as a very valuable experience. This is related with the saying of Elizaveta Pachina (2019) "Playing games in the classroom increase overall motivation. Pupils can learn a lot of important skills through games. Pupils can learn a variety of skills through playing games, including critical thinking abilities, creativity, teamwork, and good sportsmanship." and Cindy Tracy (2021) 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 pupils interested."

1.2 Characteristics of vocabulary games that are used for teaching are various. For example, there is a single player, a pair of players, and a group player. Teachers will focus on games that are competitive as a group for pupils to participate in activities. From the researcher's observations while the pupils were doing the activities, it was found that pupils who have more ability would help pupils that studied at the middle and weaker levels. So, it makes pupils confident in doing activities, feeling fun and wanting to show off to join the competition. The game will help motivate pupils, both good and not good, to be alert and pay more attention to learning English. In addition, the pupils had a positive attitude toward learning English. Using vocabulary games in teaching is a tool to stimulate pupils' interest. That makes pupils understand and memorize words more precisely and results in higher learning achievement for pupils.

2. Opinions about the vocabulary game used in teaching

The pupils' opinions about the word game were at a very satisfactory level. The game that the pupils liked the most is Bingo. It is a memory game in terms of pronunciation that requires a race against time. This game will make pupils concentrate and be alert about who will win first. This helps the pupils to remember words a lot. The pupils had fun while playing the game and practicing pronouncing the words that they had learned. The next game that pupils like the most is Active Games. These games help pupils remember vocabulary a lot. They change from sitting to movements or gestures. Pupils also use their ideas. The last game that the pupils liked the most is the thinking game. There is detailed memorization of spelling and word formation. It makes the pupils have to think a lot. Therefore, pupils who are in the middle and weaker levels will rarely pay attention to this type of activity. It was found that pupils who are good at learning prefer this type of activity more because it is challenging.

Activities that contribute to pupils helping each other. There is a game for a group, such as a game that builds vocabulary from the given letters, and a whispering game. Pupils who have faster thinking will help the weaker pupils. Because weak pupils will not remember well. Therefore, pupils who are good prefer doing this type of activity.

From the aforementioned factors, it can be concluded that learning by using vocabulary games will keep pupils entertained. The atmosphere in the classroom was not tense. The pupils

release their emotions and have fun. They enjoy learning, thus making pupils understand and memorize vocabulary well from the activities that pupils participate in.

Recommendations

There are only two suggestions in the research study as following:

1. Suggestions for teaching and learning

1.1 Using the teaching vocabulary game, teachers should tell pupils 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 pupils may not understand and only play to compete with friends. There are some groups that tell the answer to a friend in the group.

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

1.3 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 pupils after teaching to help them achieve higher learning outcomes.

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

2. Suggestions for further research

2.1 Should be researched and tested using teaching games with different groups of pupils and levels.

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

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