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THE USE OF LANGUAGE GAMES IN TEACHING VOCABULARY

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DISERTASI YANG DIKEMUKAKAN INI UNTUK MEMENUHI
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2010

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AUTHOR'S DECLARATION

I hereby declare that the work in this project is my own except for quotations and summaries which have been duly acknowledged.

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ACKNOWLEDGEMENT

I would like to thank GOD for keeping me in good health and for giving me the courage to complete my research paper with success. I would not have done my research without God's blessings.

Many people have helped me in this research paper. They make my work possible and enjoyable. Firstly, I wish to express my sincere gratitude to my supervisor, Dr Hj Abdul Ghani for the advice, guidance and encouragement given so generously throughout this study. It must be acknowledged that this study could not have been completed in time, if not for the guidance given by him.

I would like to express my gratitude to all the staff of SK Methodist (ACS) Kampar for giving me the opportunity to carry out my research in this school and not forgetting the wonderful pupils of Year Three. My appreciation goes to my friends too, who have helped me in this research.

Above all these, my special thanks go to my loved ones, especially my loving sister, Margaret. I also want to thank my amazing parents. Although my father has gone to his rest, but his prayers and blessings were always there for me. My mother was always there for me when I needed her most. Her blessings and encouragement have helped me to complete this research of mine with successful. How can I thank them enough? Maybe saying it in print..... thanks, Amma and Appa. Thank you very much.

Last but not least, I would like to extend my heartiest appreciation to all those who in one way or other contributed towards the completion of this study.

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ABSTRAK

Penggunaan permainan dalam pengajaran dan pembelajaran kosa kata telah menjadi penting dan terkenal. Peningkatan penggunaan permainan dalam pembelajaran kosa kata telah membuat kita menilai penggunaannya dalam pembelajaran. Tujuan kajian ini adalah untuk mengetahui kepentingan penggunaan pelbagai aktiviti dan permainan dalam menguasai kosa kata terhadap murid-murid Tahun 3, SK Methodist (ACS) Kampar, Perak. Kajian ini membantu dalam menilai betapa efektifnya penggunaan permainan dalam pembelajaran kosa kata dan ianya juga direka untuk mendapat jawapan untuk soalan yang berbunyi, "Adakah permainan membantu murid-murid dalam pembelajaran kosa kata, dan kalau ya, bagaimana?" Di samping itu, kajian ini juga dapat membantu dalam mengetahui sama ada penggunaan permainan dapat membantu murid-murid bersikap positif dan memberi motivasi kepada mereka terhadap pengajaran dan pembelajaran. Kajian ini juga dilaksanakan untuk mengkaji sejauh manakah penggunaan permainan dapat mengatasi masalah murid-murid terhadap mempelajari satu bahasa terutamanya dalam bidang kosa kata. Terdapat dua kumpulan murid yang dikaji iaitu kumpulan eksperimen dan kumpulan terkawal. Kedua-dua kumpulan ini diberi suatu ujian yang dikenali sebagai *pre-test.* Selepas itu, kumpulan eksperimen mempelajari satu senarai kosa kata melalui pelbagai aktiviti permainan. Manakala kumpulan terkawal mempelajari senarai kosa kata yang sama melalui proses pengajaran dan pembelajaran yang biasa dalam kelas. Setelah itu, kedua-dua kumpulan telah menduduki satu lagi ujian yang dikenali sebagai *post-test.* Keputusan markah yang diperolehi daripada kedua-dua ujian akan dibincang dan dibandingkan. Pelbagai maklumat juga telah diperolehi melalui soal-selidik. Keputusan menunjukkan yang penggunaan permainan dapat membantu pengajaran dan pembelajaran dengan baik. Permainan membantu murid-murid mengenali dan mengingati perkataan dengan lebih efektif berbanding dengan pembelajaran secara biasa dalam kelas seharian. Murid-murid mendapati permainan merupakan satu aktiviti yang menyeronokkan dan ia memotivasikan mereka untuk belajar dengan sikap yang positif.

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ABSTRACT

Using games in teaching and learning vocabulary has become prominent. The increased application of such a tool has called for the need to evaluate its educational value. The purpose of the study was to determine the effectiveness of learning vocabulary through games in Year Three classrooms in SK Methodist (ACS) Kampar, Perak. The study attempted to look into the effects of games on vocabulary learning and to investigate the answer to the question, "Do games help pupils learn vocabulary, and if so, how? The study was also designed to investigate whether using games could be effective tool in creating positive attitude and motivation in language learners. This study was also conducted to investigate to what extent using games could solve the unanticipated problems of the learners in learning a language especially in vocabulary area. The subjects in this study involved two groups, the experimental group and control group. Both groups took a pre-test. The experimental group learned a list of vocabulary through various activities using games. The control group also learned the same list through activities in a face-to-face learning lesson. Later, all the subjects took the post-test. The scores of the tests obtained by both groups were compared and discussed. Other information was also collected through a survey questionnaire. The results showed that games can be an effective means of instruction in learning vocabulary. Games help pupils remember the words learnt more effectively than face-to-face learning lessons. Pupils found games to be fun-filled and they were motivated to learn.

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LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
L1	First Language
PKSR	*Penilaian Kendalian Sekolah Rendah*
TESL	Teaching English as a Second Language

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

In the era of globalization, English is becoming a dominant language. A mastery of English Language skills is considered essential because English is an important medium of communication. In order to master the language for the purpose of education or daily use vocabulary building plays an important role. In other words, the ability to communicate effectively hinges upon having an adequate vocabulary. Communication breaks down when people do not use the right words. The accuracy and clarity of our message depends on the words we use.

Vocabulary acquisition is increasingly viewed as crucial to language acquisition. However, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items. Moreover, learning vocabulary is often perceived as a tedious and laborious process. Vocabulary should be taught in a memorable way. As words are the most important tools, vocabulary development must be an important and ongoing part of classroom learning. Pupils should be frequently exposed to the words

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through different activities such as games, songs, poems, exercises, classroom use and testing.

This study investigated the effectiveness of learning vocabulary through games. Pupils usually feel bored in vocabulary lessons because they have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher's explanations. Thus, it was for the purpose to help pupils find language classes, especially vocabulary lessons more interesting, and to achieve more from games that this study was carried out.

There is no doubt that unfamiliar vocabulary can hinder learning. According to Newton (2001:30), coming across with unfamiliar vocabulary is among the obvious and expected challenges faced by language learners using the target language in communication outside the classroom, whether for work, travel or recreation, when using the media, or in academic contexts. Newton (2001:30) states mastering vocabulary is not easy because vocabulary is one major problem for learners. Mastering vocabulary is the basic unit of language form. Without sufficient vocabulary, one cannot communicate or express ideas effectively. Having a limited vocabulary is also a barrier that prevents pupils from learning a language. If the pupils do not know how to expand their vocabulary, they gradually lose interest in learning.

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1.1 Background of the Study

In the educational environment, teachers as change agents are the school's greatest assets as good teachers produce good pupils. In order to confront the challenges surrounding English language teaching, there is a need to understand teachers and to prepare activities that suits their language teaching needs. Just as Ambigapathy (2001) stated,

> The teaching profession in the new millennium has taken a more challenging task. In order to breed students those are knowledgeable and informed, teachers require more than the traditional teaching method.
> (Ambigapathy 2001:37)

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In this light, the use of various methods in teaching and learning has become increasingly prominent and popular. Among all these methods, games are also can be used as an alternative way of teaching and learning English. It is undeniable that the use of games is indeed worth looking into. Many researchers have started to turn their attention to this matter. A study conducted by Wood (2001) was an example of investigating the importance of the use of games as an effective learning tool. She has brought the attention to the potential benefits of games for vocabulary learning. She has also drawn the conclusion that game-like formats can be more effective at capturing attention than traditional media such as textbooks.

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Besides, research conducted by Lee (1979), shows that games play an important role, specifically in second language learning. It also functions as a motivational tool that will help pupils to learn the language in a more fun and enjoyable way. This research also suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading towards the goal of improving learners' communicative competence.

According to Abdul Rashid Mohamed in *Pendidik* (2008:45), in Malaysia it is a common knowledge that pupils would normally be interested in learning anything if the process of learning is enjoyable. Thus, it would be logical to assume that pupils' enjoyment of their English lessons might be contributing factor in their process to acquire the language and finally to be competent in the language. He says that judging from teachers' grouses and the examination results one would be inclined to believe that most of Malaysian pupils did not find their English lessons enjoyable. He adds by saying that the solution to this problem would be to make the English lessons more enjoyable. Since games can be considered as universally appealing, therefore, the application of games to learn vocabulary is gaining acceptance in education. However, the application is still at the early stage of implementation. This is similar to the school where the study had been conducted. It is hoped that this study shed light on the extent to which vocabulary games can help pupils to learn vocabulary. The learning of English is a foreign and second language in our schools is very complex. The majority of the pupils are not well motivated. The learning of English in our schools is further hampered and interfered by the pupils' mother tongue and the various dialects. Therefore, games seem to be one of the most effective and familiar strategy to provide motivation to the pupils and a sense of

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play that brain research and teacher experience indicate can enhance both learning and memory. It is also used to create a setting for second language acquisition. Games can provide readily adaptable structures in which the ideas of the pupils can experience growth gradually within the experience of the game and the shelter of its format.

1.2 Need of the Study

In learning second language learning classrooms, pupils might encounter with a number of problems in learning vocabulary. It was found that the pupils in SK Methodist (ACS) Kampar had difficulty comprehending what they read. As a result, they did not achieve good results in their examination.

It was identified that a major cause of this difficulty was the lack of understanding of words and lack of vocabulary skills among the pupils. The pupils usually feel bored in vocabulary lessons because they have not changed their learning habits, such as writing words on paper, trying to learn by heart or learning passively through the teacher's explanations.

To achieve these aims, pupils needed to have an adequate knowledge of vocabulary. Therefore, pupils who learn vocabulary through games performed better than those who learn by the traditional method. This study hoped to examine the use of games activities could retain pupils' attention longer and create more motivation towards learning a language as compared to the not using games. The pupils were taught vocabulary in a more interesting way by exposing them to games in classroom.

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1.3 Statement of Problem

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing altogether. In order to communicate well in a foreign language, pupils should acquire an adequate number of words and should know how to use them accurately. Even though pupils realize the importance of vocabulary when learning language, most pupils learn vocabulary passively due to several factors. First, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions were boring. Second, pupils only think of vocabulary learning as knowing the primary meaning of new words. Third, pupils usually only acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons.

In recent years, communicative language teaching (CLT) has been applied and it has shown its effectiveness in teaching and learning language. The CLT approach helps pupils to be more active in real life situations through the means of individual, pair and group work activities. It encourages pupils to practice the language they learn in meaningful ways. In a CLT classroom, playing vocabulary games is one of the activities which require pupils to actively communicate with their classmates, using their own language. Thus, this present study is on the effectiveness of learning vocabulary through games for Year Three pupils in SK Methodist (ACS) Kampar. Therefore, the researcher began to examine whether games could help pupils learn vocabulary effectively and how it was conducted.

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The research questions addressed in this study were as follows:

1. Can teaching using games be considered as an effective means of instruction in learning vocabulary?
2. How and to what extent can using games solve attitude and motivation problems of the pupils towards learning a language specifically in vocabulary area?
3. How and to what extend can using games solve the unanticipated problems of the pupils towards learning a language specifically in vocabulary area?

1.4 Purpose and Objective of the Study

Games play a significant role in motivating pupils to learn English. The main purpose of this study is to determine the effectiveness of using language games in vocabulary learning. Therefore, this study was driven by the following objectives which were:

1. To examine whether using games can be an effective means of instruction in learning vocabulary.
2. To examine whether the games method can solve attitude and motivation problems of the pupils towards learning a language specifically in vocabulary area.
3. To examine whether the games method can solve the unanticipated problems of the pupils towards learning a language specifically in vocabulary area.

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1.5 Significance of the Study

Experienced teachers of English as a second language know very well how important vocabulary is. They know pupils must learn thousands of words that speakers and writers of English use. Vocabulary learning requires a very complex task. It has not been given enough attention and emphasis to make the subject area the main focus in language learning.

For many years, however, programs that prepare language teachers gave little attention to techniques for helping pupils learn vocabulary. Some books appeared to be telling teachers that pupils could learn all the words they needed without help. In fact, teachers were sometimes told that they ought to teach many words before their pupils had mastered the grammar and the sound system of the language. In journal articles for teachers, vocabulary was seldom mentioned. Pronunciation and grammar were emphasized, but there was little or no emphasize on vocabulary.

It is strongly felt that by using games pupils can improve their vocabulary. This study was targeted for the pupils of the primary school. The study might help these pupils to extend their vocabulary and to develop confidence through active participation, communicate effectively and enjoy learning the English Language. Through this study, language learning can be fun-filled and entertaining. Ersoz (2000) points out those games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication. Nevertheless, well chosen games are invaluable as they give pupils a break and at the same time allow pupils to practice language skills.

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The result of this study would be useful for educators of all levels in teaching and learning in the context of Malaysian classroom. It might also interest headmasters who might be keen to discover if games can be used effectively in their school. The study would provide feedback to both teachers and parents on the progress of their children's vocabulary. This study hopefully will help teachers to find ways in minimizing the problem of learning English lexis among pupils and propose other alternative in teaching by using games.

1.6 Limitations of the Study

There are certain factors that limit this study. They are as outlined below:

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(a) The study was carried out in a school with only 30 pupils from Year Three. As the sample was small, it may not present an overall view of the effectiveness of using games as an effective method in improving vocabulary. Thus, the result may not be conclusive.

(b) The experimental group, which is selected randomly, may include those pupils who do not love games. This might affect their vocabulary learning using games.

(c) Another issue which needs to be mentioned is the time constraint. The time constraint did not allow the researcher to intensively focus on a bigger scale.

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1.7 Definition of Terms

For the purpose of this study, the following terms were used extensively.

1.7.1 Vocabulary

Broadly defined by Kamil & Hiebert in press, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we recognize when we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil & Hiebert, in press). For purposes of this study, vocabulary has been defined as knowledge of words and word meanings in both oral and print language and in productive and receptive forms.

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1.7.2 Game

A game is a competitive activity in which participants can aim for something to achieve while a set of predefined rules. It is a form of entertainment and recreation with the intention of amusement and enjoyment. Games may be designed for a single player or for a group of any number of people and may develop into a social activity. The application of using games in this study is for the purpose of teaching some aspects of language, that is, vocabulary.

Jones (1998) says that a language game is used to refer to any activity which is used to consolidate language already taught or acquired, and which occurs during the free-stage of a lesson, whenever there is an element of competition between pupils. In the TESL Journal (2000), the term *game* is seen as role-play, case-study and simulation with the addition meaning, used as a learning vehicle which is interactive and only minimally teacher-controlled. From the above views gathered and analyzed, we can conclude that language games are activities with clear defined learning goals in which players compete or co-operate to achieve the goals within a set of rules.

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1.8 Summary

The present study was an attempt to investigate the effectiveness of using games in vocabulary learning. The objectives of the study were to determine whether using games could be an effective means of learning vocabulary and foster positive attitude and motivation towards learning.

This study attempted to help pupils to improve their vocabulary through games. The objectives of the study are to examine the use of language games in vocabulary learning and compare them with some traditional techniques in teaching vocabulary, in order to determine whether they are more successful in teaching vocabulary than other methods. The researcher hopes that the fun-filling games and a conducive environment will certainly help the pupils to empower more vocabulary and thus improve their language skills.

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There are more to be discussed in the next chapters. In Chapter 2, the related literature review on the use of language games in vocabulary learning was discussed. The research methodology was discussed in Chapter 3 which included the research design, population and sample, instruments, procedure, technique of data collection and method of data analysis. The contents of Chapter 4 included profile of respondents and research findings. As for the final chapter, research summary, discussion of research findings, conclusion of research findings, implications of research findings and recommendations for further research were discussed in detail.

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CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Much has been said about using games to teach vocabulary. This study focused on how games could be used beneficially and effectively in a language classroom to improve vocabulary. In this chapter, a great deal of attention was given to the related literature review in the use of games in language teaching and learning. The review of this chapter begins with the importance of teaching and learning vocabulary.

Vocabulary learning is central to language acquisition, whether first, second or foreign language. Today's language teachers and researchers have realized the important role of vocabulary in different pedagogical tasks. There is no doubt that virtually all second language learners and their teachers are well aware of the fact that learning a second language involves the learning of large numbers of words but how to accomplish this task is often of considerable concern to them (Laufer & Hulstijn, 2001).

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2.1 Related Literature Review

This part of the study discusses the literature review on the following sections.

2.1.1 Importance of Teaching and Learning Vocabulary

The importance of teaching and learning vocabulary has been underestimated. Without vocabulary, structures and functions cannot be used for comprehension and communication. Teachers believed that learners could easily learn words from a text or a dictionary. However, it is never an easy task to learn vocabulary. Vocabulary experts have already pointed out the importance for lessons teaching vocabulary. There is the need for much more vocabulary to be taught and learned as a separate activity rather than, say, part of a grammar or reading lesson, though this is not to say dynamic (words in discourse contexts) approaches (Carter 1992:152-153) are not essential. In fact, back in the 80s, vocabulary experts pointed out the importance of vocabulary learning on its own rather than integration vocabulary with communication. As Channell (1988) states that since the lexicon appears to be an independent entity in processing, there is justification for teaching approaches which make vocabulary work as a separate learning activity.

Carter (1992) did not suggest separating vocabulary learning from communication and pointed to the need for both static and dynamic

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approaches in vocabulary teaching and learning. This can be confirmed by Allen (1983) who claimed that,

> It is never enough to learn only the words and their meanings.It is true that in some classroom sentence construction has been given too little attention. It is also true that students will make mistakes if they learn the meanings of many words without learning how to put words together in sentences. Through the experience with situation in which languages is used by speakers or writers, we learn that many of the meanings of a word do not correspond to the meanings of its so called equivalent in another language.
>
> (Allen 1983:4)

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In short, the scholars' point of view is to attend to the needs for learning word meanings as well as usage of words in new context using both static and dynamic approaches.

Learning word meaning as well as usage of words would be effective with vocabulary teaching techniques. They are as follows:

(a) Visual techniques / Stimulations

Learning meanings, as commented by many educationalists, is not sufficient for learning new words. A question thus has arisen: What constitutes effective vocabulary learning? Generally speaking, senses are believed to be important stimulants in learning process. Like what Allen (1983) mentioned, there will be a greater opportunity for a learner to learn a word if (s)he is allowed to *touch*, *hear*,

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and *see* the word. In other words, the more senses of a learner are exposed to in a learning process, the higher the chance for them to learn successfully.

Visual elements like pictures help learners to remember and recall the words they have seen and therefore are good *mediator* for new knowledge. What is worth nothing is to enhance the impact of pictures, chunks of words can be grouped under different categories and this is regarded as one of the most crucial factors which facilitate learners to learn vocabulary.

Carter (1992) also pointed out:

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> The clear principle which emerges is that the more the words are analysed or are enriched by imaginistic and other associations, the more likely it is that they will be retained.
>
> (Carter 1992:155)

This shows that forming of images as an appeal to a learner's senses would facilitate recording of vocabulary.

In the words of Chitravelu, *et al* (1995:252), visuals are extremely effective in conveying meaning (a single picture is worth a thousand words!). Visuals are also interesting stimuli for various language activities to generate the

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production of vocabulary items. Besides static visual stimuli, you can also use gestures, facial expressions and mime to convey word meaning.

(b) Verbal techniques

When dealing with abstract items of vocabulary, verbal techniques are very useful. This pertains to the use of synonyms and definitions, antonyms and contrasts, context, word part clues and vocabulary groups. Some examples of activities that can be carried out in teaching vocabulary using verbal techniques are rhyme games, word building, word classification and text-based activities.

(c) The use of dictionary

A dictionary can be used as a source to clarity uncertainty in areas of word meaning, pronunciation, grammar and spelling. Pupils can make use of a variety of dictionaries: bilingual, monolingual, pictorial, thesauri and the like. As Allen (1983:83) perceives them, dictionaries are "passports to independence," and using them is one of the student-centered learning activities.

(d) Translation

In the light of the present situation, Chitravelu *et al* (1995:255), points out that in a bilingual situation, translation can be used in the classroom to effectively convey meaning. It can save time by quickly dispensing with the explanation of the word. However, it must be noted that translations may not always convey the exact meaning of a word. Translation is probably best used where there are no

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contextual clues, where explanation of the meaning of the word may be long and involve or where the English word and the L1 word refer to the same thing.

2.1.2 Using Games in Vocabulary Learning

For Lee (1979:2), it is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games. Many experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but have a great educational value. He holds that most games make learners use the language instead of thinking about learning the correct forms. He also says that games should be treated as central not peripheral to the foreign language teaching programme. Ibid (1979:35) lists several main advantages when games are used in classroom. According to him, games are a welcome break from the usual routine of the language class. Games are motivating and challenging. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning. Games provide language practice in the various skills such as speaking, writing, listening and reading. They encourage students to interact and communicate. Games also create a meaningful context for language use.

A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of

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using games. According to Richard-Amato (1988:147), he states that games can lower anxiety, thus making the acquisition of input more likely. They are highly motivating and entertaining. They can give shy students more opportunity to express their opinions and feelings (Hansen 1994:118). They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus 1994:218). Silvers (1982:29), says many teachers are enthusiastic about using games as a teaching device, yet they often perceive games as mere time-fillers, a break from the monotony of drilling or frivolous activities. He also claims that many teachers often overlook the fact that in a relax atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier. Further support come from Zdybiewska (1994:6), who believes games to be a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future.

Ersoz (2000) holds that games are highly appreciated thanks to their amusement and interest. Teachers can use games to help their students practice more their skills of communications. For Ibid (2000), language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce and manipulate the target language. Well chosen games are invaluable as they give students a

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break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real context. They also encourage and increase cooperation. In addition, Uberman (1998) also affirms the helpful role of games in vocabulary teaching after quoting and analyzing different opinions of experts. From her own teaching experiences, Uberman observed the enthusiasm of students in learning through games. She considers games a way to help students not only enjoy and entertain with the language they learn, but also practice it incidentally.

Games encourage, entertain, teach and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems at times seem overwhelming. Games can serve a number of purposes. It can be used in any stages of learning. It provides immediate feedback for the teacher. If teachers want students to remember new vocabulary, it needs to be learnt in context, practiced and then revised words, which will be remembered better if introduced in a memorable way (Hubbard *et al* 1983:50) and take appropriate remedial action. Therefore, it has been noted that games should be implemented during class time to enhance vocabulary.

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2.1.3 The Use of Games in Class

According to Lewis (1999), games are fun and children like to play them. Through games children experiment, discover and interact with their environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. The game context makes the foreign language immediately useful to the children. It brings the target language to life. The game makes the reasons for speaking plausible even to reluctant children. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot. Even shy students can participate positively if they are motivated.

Games provide a lively, informal and relax atmosphere. It is firmly believed that the whole process of language teaching should be fun, enjoyable and lively. The informal atmosphere created through the use of games motivates the pupils to practice the language without being inhibited and also build up the pupils' confidence in them. In fact, real learning takes place when pupils are in a relax atmosphere.

Pupils learn by doing and being actively involved. The child learns by doing and when they are actively involved in using the language thus understanding it. Games help in overall development of the pupil. Most of

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the games conducted call for pair work or group work. This will provide maximum opportunities for the development of team spirit, cooperation, understanding, tolerance and leadership among pupils. Besides this, the value of fairness in playing games and appreciation for others can be inculcated. It also creates a feeling of security as pupils can support and help one another. Of equal importance, the teacher can also gain some insight into the child's personality and social development. Games by their very nature focus the pupils on what they are doing and use the language as a tool for reaching the goal rather than as gold itself.

2.1.4 Games and Learning Motivation

Games are considered motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language (Prasad 2003). In other words, these activities create a meaningful context for language use. The competitive ambiance also makes learners concentrate and think intensively during the learning process, which enhances unconscious acquisition of inputs. Most students who have experienced game-oriented activities hold positive attitudes towards them (Uberman 1998).

It is essential that the games should ensure continuous motivation for learners. This can be achieved by providing sufficient challenge, scope for maturing for players. Likewise, a deeper satisfaction in attainment

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would significantly enhance learners. Games are actually a means by which the natural desire every child has for play should be maximized. Learning a language through games is a natural way of learning and the children's need to succeed in the game and their high competitive spirit will speed up the learning process.

2.1.5 The Appropriate Games

There are a few ways where a teacher can choose games for the learning process. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired result, they must correspond to either the pupil's level, or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all pupils irrespective of their age. Different age groups require various topics, materials and modes of games. For example, children benefit most from games which required moving around, imitating a model, competing between groups and the like (Siek-Piskozub 1994:37-38).

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee (1979:3) observes states that a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have

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nothing better to do. Games ought to be at the heart of teaching foreign languages.

A game must be more than just fun. A game should involve friendly competition. A game should keep all of the pupils involved and interested. A game should encourage pupils to focus on the use of the language rather than on the language itself. A game should give pupils a chance to learn, practice or review specific language material. For this to be effective, the role of the learner and the teacher is important.

2.1.6 The Learner and the Teacher

Learners of English have to deal with unfamiliar vocabulary during their language acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classroom whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable.

Therefore, it is necessary to explore whether pupils learn vocabulary effectively through games and how they learn it. Traditionally, vocabulary has not been a particular subject for pupils to learn, but has been taught within lessons of speaking,

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listening, reading and writing. During the lesson, pupils use their own vocabulary and are introduced to new words provided by the teacher and classmates which they apply to classroom activities. For many learners of English, whenever they think of vocabulary, they think of learning a list of new words with meanings in their native language without any real context practice. A number of learners may share the same experience of looking up words in a bilingual dictionary to find their meanings or definitions when they encounter new words. They may even write down lines of new words without any idea of the real use of them in context. Working this way, after a short period of time, many learners may find out that learning vocabulary in lists does not satisfy themselves, and they think the cause for it is just their bad memorization, Gnoinska (1998:12). Research and publication have shown that this is not a very effective way to study. Decarrico (2001) states that words should not be learnt separately or by memorization without understanding. Moreover, in Nation (2001, p.6) says that learning new words is a cumulative process, with words enriched and established as they are meant again. Therefore, the look and remember way of vocabulary learning seems to be not very effective for learners of the English language.

Furthermore, some other pupils may require the teachers to give meaning and grammatical function for words that they are not

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familiar. Learners just wait for teachers who control the lesson to provide new forms of words then they write those words in their notebooks or complete their exercises. They may use words they learn in the exact formats as the original patterns in which those words appeared. This kind of rote verbal memorization is good to a certain extend since it helps learners learn and use the correct form of words. However, according to Decarrico (2001), the vocabulary used in such context is rather simple because grammatical and phonologic aspects are emphasized; and as a result, the lexical aspect is neglected. In other words, learners just know how to use the vocabulary in an exact form, but they do not know how to use it with different shades of meanings in real life communication.

Unlike the traditional method of learning and teaching, in a communicative language teaching (CLT) approach, learners are required to take part in a number of meaningful activities with different tasks. This is to improve learners' communicative competence by encouraging them to be a part of lessons themselves. Nuyen and Nga (2003), refers to this approach as a way that can enable learners to manage their vocabulary meaning and develop their communicative skills at the same time. Many experts of language teaching methodology also agree that playing games is a good way to learn vocabulary, especially in CLT class. With the use of games, the teacher can create various contexts in

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which pupils have to use the language to communicate, exchange information and express their own opinions (Wright, Betteridge and Buckby, 1984). Uberman (1998) comes to a conclusion that learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence.

In summary, games seem to be effective tools that should be applied in vocabulary classes. The use of games is a way to make lessons more interesting, enjoyable and effective.

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2.2 Summary

In summation, games hold a great promise in educational setting. It utilizes all four skills. It can be easily adjusted for age, level and interests. Games foster whole class participation and promote healthy competition. This is mainly due to its advantages and its motivational features that can sustain pupil involvement in a vocabulary learning activity. In this study, it is hoped that most pupils will consider using games as an attractive tool due to its effectiveness.

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CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

The items discussed in this chapter include some aspects related to the strategy of implementing the study: the research design, population and sample, instruments, procedure, technique of data collection and method of data analysis.

3.1 Research Design

Data for this study were collected and analysed using experimental design. In this research, survey questionnaires, pre-test and post-test were used. The study was carried for over a period of two weeks. The subjects were divided into experimental group and control group. The experimental group used language games to learn vocabulary while those in control group used the traditional method.

In this experimental study, all the pupils involved in the research were given a set of questionnaire. The idea of giving the questionnaire was to obtain the pupils'

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background information. Later, the pre-test was administered to both the control and the experimental groups. This was to check for the pupils' word knowledge. Then, the experimental group used language games to learn vocabulary. The control group used the traditional method to learn vocabulary. After accomplishing the task, a post-test was given to both groups to determine their progress. Next, the questionnaire form was distributed to the pupils in the experimental group to obtain information regarding the effectiveness of using games. As mentioned earlier, the questionnaire, pre-test and post-test were used to collect the data for this experimental study.

3.2 Population and Sample

The population of this study consisted of 78 pupils from Year Three classrooms in Sekolah Kebangsaan Methodist (ACS), Kampar. The samples were derived from the population. As for this investigation, two intact classes of Year Three which was 3 Creative (n=5) and 3 Innovative (n=5) were randomly assigned to control and experimental group. Therefore, 30 subjects came from two classes taught by the researcher were invited to participate in this study. They were chosen to promote the use of language games when teaching English vocabulary.

In this study, the subjects were divided into two groups. There were 15 subjects in the control group while the rest that was, 15 subjects were in the experimental group. The control group learned a list of vocabulary by attending face-to-face lessons while the experimental group learned the same list of vocabulary by using language games. Both groups were homogeneous in terms of age, gender and the level of understanding.

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3.3 Research Instruments

To ensure the reliability and validity of the study, triangulation of data collection methods were adopted. In other words, not only one research method was used. Instead, both qualitative and quantitative research methods were employed to compensate one another. This was believed to help us understand and evaluate the collected data in a more all-round manner. Therefore, quantitative and qualitative research methods were used so as to ensure the reliability and validity in the study. Thus, the instrument used in this study was a questionnaire, which consisted of two sets. The first set solicited the selected personal background factors of the subjects while the second set comprised ten open-ended questions enquiring information on the games method.

The first instrument to be used in the study was the questionnaire. The first set of the questionnaire (Appendix 1) was given out to all pupils that participated in the study. The purpose was to gather their background information. Another set of questionnaire (Appendix 2) was distributed to the experimental group to elicit information of the teaching techniques used by their teacher. This was done to find out the extent to which the techniques that had been used had motivated them in learning English language. The final set of questionnaire was designed for the pupils who used games to seek out some information about the effectiveness of the medium.

The next instrument used in the study was the test. There were two tests designed, namely, the pre-test (Appendix 3) and the post-test (Appendix 4). The aim of the pre-test was to determine pupils' word knowledge in relation to the lesson designed for this study. Later, an experiment was conducted whereby games were used for the experimental group. It was aimed to determine pupils' reactions towards games. The next instrument to

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be employed in the data collection was the post-test. The purpose was to determine their progress.

For the purpose of this study, two types of games were used, namely; Word Games and Puzzles (Zdybiewska 1994). These games were obtained from the internet and later the researcher had modified them according to the pupils' level of ability. Each has its benefits and advantages in exploring and appreciating the many variety in English. The Word Games mean games that are spoken or board games often designed to test ability with language or to explore its properties. As for Word Puzzles, is a question or problem, intricate enough to be perplexing to the mind; it is sometimes a contrivance made purposely perplexing to test one's ingenuity. Therefore, five different activities related to Word Games and Puzzles will be given. They are as follows:

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1. Word Square (Appendix 5)

   A puzzle where you fill a square grid with words reading the same down as across. In other words, an arrangement of letters in a square format to spell words across and down.

2. Discovery (Appendix 6)

   The act or process of discovering a word by looking at the clues and the answers must be written downwards. The arrows will help you to discover the answer.

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3. Middle Word (Appendix 7)

A game where you fill in the middle letters by answering the simple clues. What word is formed down the middle row is the answer.

4. Cryptic Crosswords (Appendix 8)

Cryptic crosswords are crossword puzzles in which each clue is a word puzzle in and of itself. Cryptic crossword puzzles come in two main types: the basic cryptic in which each clue answer is entered into the diagram normally, and the advanced or variety cryptic, in which some or all of the answers must be altered before entering, usually in accordance with a hidden pattern or rule which must be discovered by the solver.

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5. Crosswords (Appendix 9)

A crossword is a word puzzle that normally takes the form of a square or rectangular grid of white and shaded squares. The goal is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers.

The activities were all necessary for vocabulary building. The content was relevant to their daily knowledge. When it came to the educational value of the vocabulary learning, the games introduced both familiar and less familiar words and it helped learners to relate the new words to the known, facilitating their learning. The games succeeded in offering multiple exposures to learners because the vocabulary items

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taught would appear more than once in the games and they were used in contexts. This helped to consolidate their knowledge of the new words learned.

3.4 Research Procedure

Data was collected by the following research procedure:

Procedure	Month				
	June	July	Aug	Sept	Oct
1. Informing the school administrator of the study	/				
2. Appointment made with the class teacher	/				
3. Informing the pupils of the study	/				
4. Doing the study	/	/	/	/	/
5. Data analysis			/	/	/
6. Writing the report	/	/	/	/	/

Table 1: Research Procedure

Table 1 shows the procedure the researcher went through to complete this study. Firstly, informed the school administrator about the study that was carried out by the researcher. Once agreed, appointment was made with the teacher in-charged to discuss and make adjustment on the class timetable to carry out the study. The pupils too were

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informed about the study. The next step was to carry out the study. Data was collected and finally the writing of the report took place.

3.5 Research Schedule

The research schedule for this study is as below:

Date / Procedure	30/6	6/7	7/7	12/7	13/7	14/7	15/7	19/7	20/7	21/7	22/7
-Queationnaire	X										
-Pre-test	X										
-Experimental Group (Games method)		X		X		X		X		X	
-Control Group (Traditional method)			X		X		X		X		X
Post-test											X
-Questionnaire											X

Table 2: Research Schedule

Table 2 shows the research schedule that the researcher followed to the process of data collection. On the first day, the first set of questionnaire (Appendix 1) was given to both the groups to obtain their background information. Then, a pre-test (Appendix 3) which consisted of 20 questions were distributed to both the groups on the same day. Next, five lessons using five different activities on language games were conducted for the experimental group. Namely, Word Square, Discovery, Middle Word, Cryptic

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Crosswords and Crosswords. Each lesson was carried out for 50 minutes. This was followed by conducting another 5 lessons using the traditional method for the control group. Lessons were carried out on alternative days. When the treatment period was over, a post-test (Appendix 4) was given to both the groups. Finally, the second set of questionnaire (Appendix 2) was given to the experimental group on the last day. Data collected was used in writing the report.

3.6 Procedure for Data Collection

In this study, there were two groups: the experimental and the control group. The subjects in this study had to complete two sets of questionnaires (Appendix 1 and 2). Both groups had to complete a questionnaire giving their background information. The experimental group had to complete a set of questionnaire (Appendix 2) after the treatment period. Both the groups had to do a pre-test (Appendix 3) and a post-test (Appendix 4). Four steps were involved in the data collection procedure. They were as followed:

(a) Pre-test

Both groups did an identical pre-test in class, using the same amount of time to complete the test and under the supervision of the teacher. The test contained words which were the same as those appearing in the post-test. This would give the study validity and reliability as the performance of the subjects could then be compared based on the sources in both tests. The subjects had to answer twenty questions. For the first ten questions, the subjects

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had to match ten words to their meaning. The next ten questions were multiple choice questions.

To make sure pupils did not give more than enough attention than usual to these words, nothing was mentioned about the subsequent learning lessons and the post-test. The teacher did check the answers nor provide feedback. The test lasted for 30 minutes.

(b) Learning Process

Two types of learning processes used in this study are stated below:

(i) Experimental Group

The subjects in the experimental group learned a list of vocabulary using games. The teacher first gave a brief introduction to games. Then, the subjects' attentions were drawn to the games activities which contained the words to be learned. Five different types of activities were given for 5 alternative days. The activities varied from Middle Word, Discovery, Word Square, Crosswords and Cryptic Crosswords. These games helped learners used and remembered the vocabulary well. The teacher's role was to monitor the subjects. Instant feedback was provided in each activity to check learning and avoid misunderstanding of word meanings and usage. Each lesson took 50 minutes. The subjects had the opportunity to learn the words appearing in the pre-test and post-test and a number of other words as well. This again was to prevent them from being overly attentive to the words tested. The words which appeared in both test remained unchanged.

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(ii) Control Group

The lesson was teacher facilitated. It was a traditional way of learning. A list of words, which was similar to the words provided in the test, was presented to the pupils as a quick overview. The list contained not only the target words appearing in the pre-test and the post-test but also some extra words. These extra words were purposely included to ensure there was no special attention paid to the words to be tested. More importantly, both groups learned the same words. In this method, the subjects were introduced to a number of learning strategies for learning vocabulary, namely, jotting down definition, drawing mind maps, drawing pictures and spelling. Each lesson took 50 minutes. The teacher transmitted knowledge to the pupils who sat passively in the classroom. For ethical consideration, they would be exposed to the same treatment after the study.

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(c) Post-test

After two weeks' of treatment, a post-test was administered to all the subjects. All the tested items, marking schemes and test duration were the same so as to minimize the variables which would affect the validity of the data. In other words, both experimental and control groups did the same test. However, the sequence of the words and questions of the post-test were similar to the one used for the pre-test. This was to ensure the subjects did not do the test blindly by recalling the sequence of words they used in the pre-test.

The final source of the subject was compared in several manners: first, the pre-test result at the beginning was compared with the post-test result; next, scores obtained by the experimental group and the control group.

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(d) Questionnaire

There were two types of questionnaire to be conducted in this study. The first set was given before the pre-test to both the groups. It was a set of questionnaire that aimed to investigate the attitudes and background of the pupils. The second set of questionnaire was distributed to the experimental group, after they had gone through the experiment. This set of questionnaire aimed to investigate the attitudes and opinions of pupils regarding the use of games in learning vocabulary. The questionnaires were conducted to triangulate the effectiveness of learning vocabulary using language games.

3.7 Data Analysis Procedure

In this study, information was needed for writing the final report of the study. This information was required to answer the three research questions. Information on the pupils' background was collected through the first questionnaire. The second questionnaire provides data on the pupils' response in learning the vocabulary using games. The data was analysed using descriptive statistics in the form of percentages. The data collected from the pre-test and post-test were analysed using mean. Based on the responses on the questionnaire and test, the procedure for data analyses was explained in the following section:

(a) Means were used to describe the performance of respondents.

(b) Percentages were used to determine the extent the games method could solve attitude and motivation problems in learning vocabulary.

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(c) Percentages were used to determine the extent the games method could solve the unanticipated problems in learning vocabulary.

3.8 Pilot Test

The instrument was piloted to a group of 30 pupils of the similar age from SK Kampar to ensure that all the test and formats were acceptable and appropriate for the purpose. These school pupils were chosen by the researcher to conduct the pilot test due to its location and the background of the pupils which were similar to the present study.

Based on the feedback, some moderations had been made to some of the questions as it was found to be rather quite easy or difficult. The changes were made for the survey questionnaire where the name was optional and the researcher has removed the class and age from the questionnaire. As for the PKSR result, options were given from A to E for the pupils to circle. They were given a question on their interests with options and they were required to circle their answer.

In second set of questionnaire (Appendix 2), for Questions 1 and 7, options were given because the pupils found it difficult to write in their answers using their own words. As for the pre-test, the instruction was written clearly by adding the sentence, *Use your ruler to draw lines*. This was done because some of the pupils who did the pre-test asked the meaning of matching; what they were supposed to do whether to draw lines freely or use their rulers to match. For the post-test (Appendix 4), changes had been done on the arrangement of the questions. The researcher has rearranged the list of questions so that the pupils did not see the similarity.

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3.9 Summary

In this chapter, the methodology used in the present study was explained. As mentioned earlier, these included the research design, population and sample, research instruments and the procedure of data collection and analyses. It is hoped that the data obtained would allow the researcher to examine the effectiveness of the games method, which the researcher considered as an interesting and fun-filled form of language learning. Using games is a very effective method a teacher can use when he or she wants to allow second or foreign language learners practice in the target language, especially vocabulary. Games allowed learners not only to practice forms they have already learned, but also allowed them to experiment with new structures. All this was done in non-threatening situation.

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CHAPTER FOUR

RESEARCH RESULTS

4.0 Introduction

After collecting data by having questionnaire, pre-test and post-test, it has been found that the findings obtained would be helpful for teaching and learning vocabulary. Therefore, the items discussed in this chapter include some aspects related to the results obtained from this study. The contents of this chapter include profile of pupils and research findings.

4.1 Profile of Pupils

The respondents of this study were taken from Year Three pupils from SK Methodist (ACS), Kampar. In this study, there were 30 respondents whereby 15 were in the experimental group while another 15 in the control group. There were 18 male and 12 female pupils. From the 30 pupils, 12 were Malays, another 12 were Chinese and the rest

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were Indians. The pupils were from the different social background whereby some of their parents were government servants and others from private sectors.

Detailed background information about the pupils was collected and described in the following table:

(a) Age and Sex

The ages of all the pupils fell within the range of 8 and 10. The mean age of the pupils was 9. Among these 30 pupils, 60% of them were male and 40% were female. Table 3 reflected the number of pupils by gender.

Gender	Number of Pupils
Male	18
Female	12
Total	**30**

Table 3: Distribution of Pupils by Gender

It has been noted that most of the pupils in this school were male. Not surprisingly, the proportion of male in this study was significantly higher.

(b) English Proficiency Level

Though the two groups of pupils did not get the same results in the PKSR examination, all of them had at least fulfilled the minimum entry requirement in English. In other words, they should have obtained grade E or above in the examination. The following table depicted a detailed account of their academic results obtained.

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PKSR Results	Number of Pupils
A	4
B	7
C	12
D	4
E	3
Total	**30**

Table 4: Distribution of Pupils by PKSR Examination Results in English

The table above shows the majority of the pupils that was 86% of all had obtained average results, in the PKSR examination. Not more than 14% of them were believed to be very good at English. For the low achievers, they need to be exposed to the new techniques that will hopefully facilitate their learning. The high achievers were included in the study for the purpose of observing the effects of the games method on them.

According to the data collected from the pupils' performance in the PKSR, their level of ability can be derived. 14% were of above average and 86% were of average. Based on the researcher's observation, their English proficiency was about average and they were not very capable of communicating in English fluently. This was due to their environment they lived and the group of people they mixed. Most of the pupils came from homes where English was not the first language. They felt shy and lack of confidence to use the language. These pupils were very much exposed to Malay language, which was the common interferon for the usage of English. Not much importance was given in English. They only used English during their English lessons. They were very fond of

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using their mother tongue most of the time. Therefore, Ersoz (2000) stated that teachers could use games to help their students practice more their skills of communications. Besides, he added that games are highly motivating since they are amusing and at the same time challenging.

(c) Class

The 30 pupils were from two classes, that is, Creative Class and Innovative Class. Each class consisted of 15 pupils. These two classes were randomly assigned to be either the experimental group or control group. The Creative Class was the control group whereas the Innovative Class was the experimental group. The following table shows the distribution of the pupils.

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Group	Class	Class Size
Control	Creative	15
Subtotal		**15**
Experimental	Innovative	15
Subtotal		**15**
Total		**30**

Table 5: Distribution of Pupils by Class and Group

In this study, samples were selected randomly. The samples were selected in such a way so that all individuals in the selected population had an equal chance to be selected into the sample. Random sampling was the best way to obtain a representative sample.

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4.2 Research Findings

The research findings based on the instruments used are stated below:

4.2.1 Pre-test and Post-test Scores

The results of the pre-test and the post-test were obtained. The raw score of the results could be found in Appendix 10. According to the raw score, for the control group, 90% of the pupils registered positive change in their post-test score compared to the pre-test score. Another 10% of them did not show any changes in both the test. For the experimental group, all the pupils registered positive change post-test. In sum, both the groups had shown improvement but the experimental group had improved greater than the control group. The comparison of the highest score, lowest score, and scores that remained the same for both the groups are shown in the following table.

Group	Score	Pre-test Marks	Post-test Marks
Control	Maximum	80	90
	Minimum	30	35
	Same	50 & 60	50 & 60
Experimental	Maximum	80	95
	Minimum	30	55
	Same	None	None

Table 6: Comparison of Marks of Pre-test and Post-test

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The comparison table shows the maximum, minimum, and the same marks obtained by the control group and the experimental group. For the control group, the pupil in the pre-test that scored a maximum of 80% improved to a score of 90% in the post-test. In the same respect, the pupil in the pre-test that scored a minimum of 30% improved slightly to a score of 35% in the post-test. It could be seen from the data that two of the pupils did not show any changes in both the test, that is their score remained the same as the pre-test score. In the experimental group, the pupil in the pre-test that scored a maximum of 80% improved by scoring 95% in the post-test. The pupil that scored a minimum of 30% improved tremendously and obtained a score of 55%. The vast different between the two groups is, none of the pupils obtained the same score for experimental group.

The post-test achievement scores showed a significant difference with a large increase in scores between the pre-test and the post-test. On the overall, these differences indicated that using games indeed helped in improving pupils' vocabulary much more than the ones in the control group. An improvement among the pupils in the control group could be due to pure chance or the pupils did improve because of her own effort. Even though there were a number of cases whereby the pupils did not improve, it only represented a minority of pupils.

To help depict the descriptive data of the study, the means of pre-test and post-test were used and they are shown in the following table.

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Test	Group	Number of Pupils	Mean
Pre-test	Control	15	53.3
	Experimental	15	54.3
Post-test	Control	15	59.0
	Experimental	15	72.6

Table 7: Comparisons of Control & Experimental Group by Mean Scores of Pre-test and Post-test.

The comparison table states the mean scores obtained by the control group and the experimental group. The full mark for the pre-test and the post-test score is 100 each. The control group obtained a mean of 53.3 in the pre-test, while the experimental group obtained a mean of 54.3. This seemed to indicate that they were having almost a similar performance in the pre-test. However, in the post-test, the control group and the experimental group obtained a mean of 59.0 and 72.6 respectively. This is suggesting that there was a wide difference between the mean scores by the two groups in the post test.

For the control group, it could be noted that there was a slight difference between the mean of the pre-test and the post-test mean. There was a difference of 5.7 points between the two tests. As for the experimental group, the difference between the mean of the pre-test and post-test was 18.3. This could be noted that there was much more significant difference for the experimental group for its mean compared to the control group. This clearly indicated that the experimental group learners' achievement had increased at a greater scale after being exposed

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to the games learning method compared to the control group which was not exposed to any games.

When comparing the differences between the scores obtained in both pre-test and post-test, the following diagram depicted that the difference in mean scored by the experimental group was greater than that of the control group.

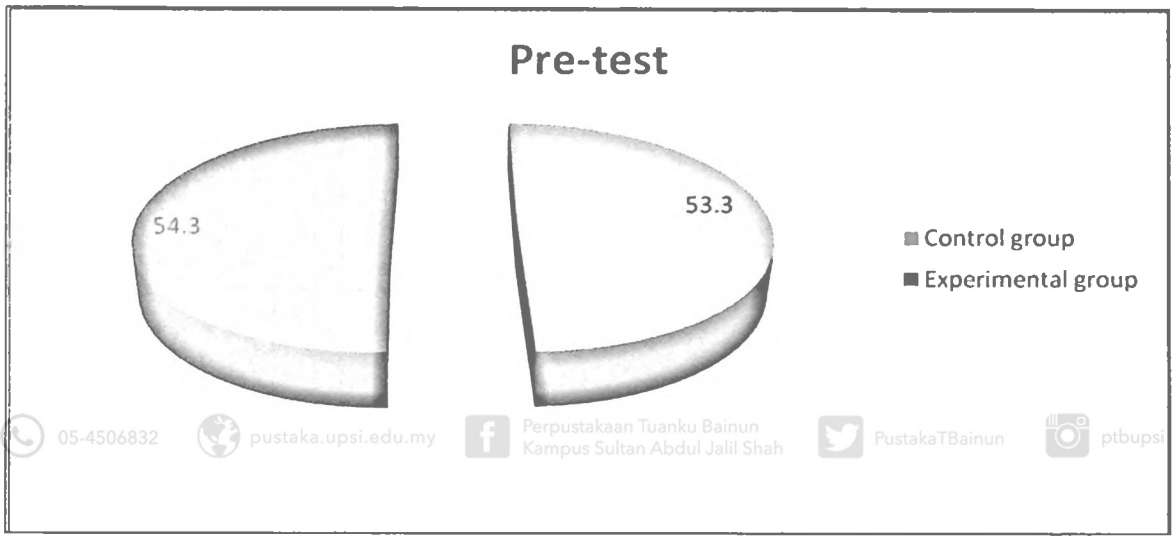


Figure 1: Distributions of Mean Scores in Pre-test by Groups

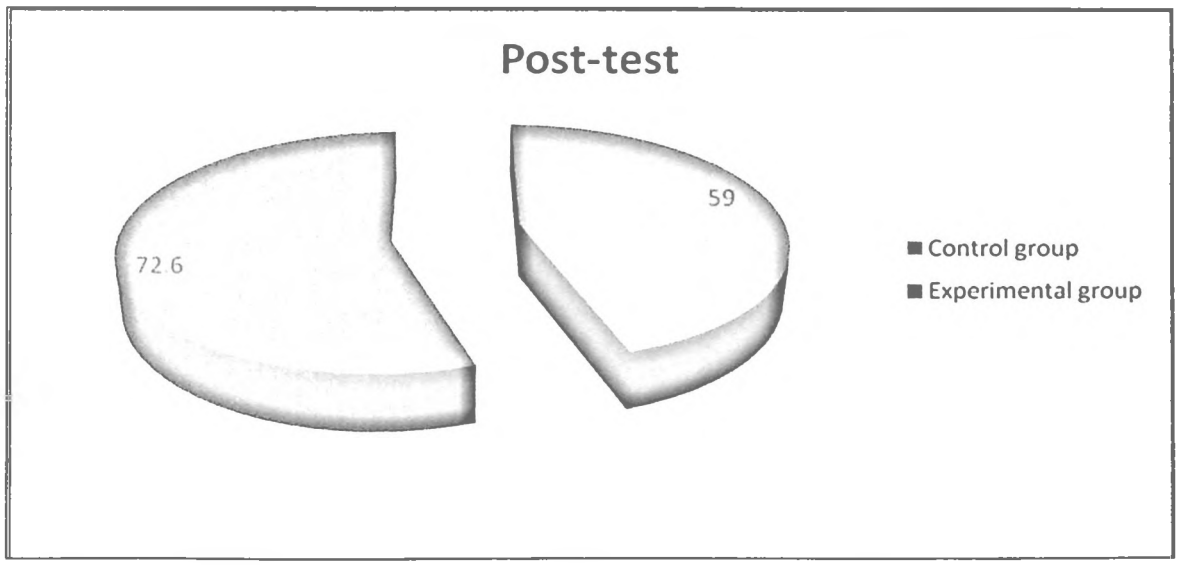


Figure 2: Distributions of Mean Scores in Post-test by Groups

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As a whole, upon comparing the scores obtained in both tests, the mean scores of the post-test of both control and experimental groups seem to have increased.

In terms of learner achievement, the use of games had improved learners score in their post-test as compared to the pre-test. The experimental group demonstrated the mean difference of 18.3 between their pre-test and post-test scores. In addition, all the learners registered positive changes in their post-test scores as compared to their pre-test scores.

Besides, comparison of post-test scores of control group and experimental group also demonstrated a positive mean difference whereby the learner in experimental group demonstrated better scores. The mean difference for the post-test scores of the experimental group and control group was 13.6.

On the whole, the pre-test and post-test scores generally suggested that learning vocabulary using games were more effective than face-to-face learning lessons in enhancing pupils' English vocabulary knowledge.

4.2.2 Data Collected from Survey Questionnaire

A survey questionnaire was conducted to collect the subjects' opinions on various aspects of vocabulary games. The table shows a summary of their views:

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Questionnaire	Participants		Percentage
	Fully Agree	Do Not Agree	(%)
Q1. Enjoyable game	11	4	73.3
Q2. Wide variety of games	9	6	60.0
Q3. Right level of games	12	3	80.0
Q4. Clear game rules and instructions	14	1	93.3
Q5. Interesting games	15	0	100.0
Q6. Games enhancing interest in vocabulary	12	3	80.0
Q7. Games helping vocabulary building	11	4	73.3
Q8. Motivating	12	3	80.0
Q9. Games enhancing cooperation	6	9	40.0
Q10.Communication in English	4	11	26.7

Table 8: Pupils' Responses towards Games through Questionnaire

Table 8 reveals that the experimental group generally held positive views towards the games. The questions as numbered could be found in Appendix 2. Over 70% of the subjects stated that playing the games were enjoyable (Question 1). Enjoyment increased the desire to learn. More than half of them, about 60% claimed that a variety of games were provided (Question 2) and about 80% of them commented that the level of difficulty of the games was just right (Question 3). A majority of them found the instruction and game rules were easy to follow (Question 4). All of them claimed that the games used were interesting (Question 5). Likewise about 80% of them thought the games had

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enhanced their interests in vocabulary learning (Question 6). More than 70% of the subjects regarded the games as effective in helping them in their vocabulary building (Question 7). 80% of the subjects agreed that the games were motivating (Question 8).

Though the pupils' views were generally positive, they were not totally satisfied with the cooperation given by their friends (Question 9). Only about 40% of them stated that their members cooperated with them. From the survey questionnaire, about a quarter of the subjects were not communicating in English (Question 10). This showed that, English was not fully utilized by all the subjects while using games to learn vocabulary.

The pupils' opinions regarding games suggested that they generally thought positively of the vocabulary games as a learning tool.

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4.3 Summary

Through the study it had been found that, using games was generally regarded as an effective way to learn vocabulary. They agreed that it was interesting, motivating and fun to learn. The feedback given by the pupils' showed that using games helped in learning vocabulary. All the pupils were active while using games. Games provided a good complement to classroom teaching. Nevertheless, using and not using games still faced the unanticipated problems in vocabulary teaching and learning.

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CHAPTER FIVE

DISCUSSIONS AND IMPLICATIONS

5.0 Introduction

This chapter further elaborated on discussions and implications related to the research findings. The items discussed in this chapter include research summary, discussion of research findings, conclusion of research findings, implications of research findings and recommendations for further research.

5.1 Research Summary

The findings of the study showed that vocabulary learning could be more effective when using games. This study, therefore, attempted to look into the effectiveness of learning vocabulary using language games. This study focused on a group of Year Three pupils. There were 30 subjects in this study. They were divided into two groups. The control and experimental group which consisted of 15 subjects each. The experimental group used the

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games to learn vocabulary while the control group used the traditional or face-to-face method. The subjects in both groups answered questionnaires to get some information egarding their background. Both groups had to complete a pre-test and post-test. All the tested item, marking scheme and test duration of the post-test were the same as the pre-test. Another questionnaire was given to the experimental group after conducting the post-test. Data were collected and analysed. The findings of this study showed that learning vocabulary using language games was more effective than the face-to-face learning. Games are also a strong motivating factor and therefore pupils are more willing to learn. Thus language games could help in improving the vocabulary of the learners. Language games also had great attention focusing quality. With regards to the survey questionnaire it cannot be denied that the games method and traditional method could create unanticipated problems. The research findings are discussed in the following section.

5.2 Discussion of Research Findings

The discussion in this chapter was based on the results of the tests and questionnaires. It attempted to pinpoint some relevant and important points which gave answers to the research questions of this study:

1) Can teaching using games be considered as an effective means of instruction in learning vocabulary?
2) How and to what extent can using games solve attitude and motivation problems of the pupils towards learning a language specifically in vocabulary area?

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3) How and to what extent can using games solve the unanticipated problems of the pupils towards learning a language specifically in vocabulary area?

It is definite that the answer to the first question was proven to be positive. Both control and experimental groups had shown improvements in the post-test. These improvements were found to be significant. The rate at which the experimental group had improved was greater than that of the control group. This reflected that learners using language games tend to learn better, and had a relatively firmer grasp of the receptive and productive skills. Generally speaking, they retained the learnt vocabulary for a longer span and retrieved more words than those who simply attended the learning lessons through traditional method. It seemed to suggest that using games was more effective. Moreover, it was confirmed from the questionnaires that pupils preferred to have lessons using games. This, however, did not deny the value of traditional teaching lessons, judging from the fact that some pupils in the control group had also shown improvement in the post-test. Therefore, vocabulary learning using language games was an effective alternative and a complement to classroom learning.

The following section attempted to answer the second research question: Pupils' attitude and motivation.

From the scores of both the pre-test and post-test, together with the survey questionnaire, it was obvious that games were pedagogically sound and most of the subjects agreed that games helped them with their vocabulary learning. Games are like a blessing but to keep the blessing on, it rests with the quality of the games. Vocabulary building is a long process. It was clear that a language game was a device to create a

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situation in the classroom which gave learners an opportunity to use language they had already learnt in a relaxed way.

Enjoyment and fun as part of the learning process were important. Language games were a well-established element of foreign language teaching. They encouraged involvement and participation. The children learned in an effortless and fun way as they enjoyed these kinds of games. The findings proofed that almost 73% of the subjects enjoyed the vocabulary games. The learners were more willing to learn when they were relaxed and motivated. In other words, when they enjoyed learning, they learned better. The educational value of games was high, as it involved active participation. The pupil discovered new things from commonly known concepts of games. Games enabled learners to learn with ease and fun.

Having a variety of games enhanced pupils' learning and interests. On the other hand, about 60% of the subjects pointed out that variety of vocabulary games were provided in this study. This means a variety of vocabulary games used enabled to retain the pupils' attention. Teaching a new topic could be performed entirely by means of using games. Games could be used for revision of a topic learned earlier. Games were used as an entertaining break in the teaching. With the use of games, the leaning entity became broader than would be possible with mere use of textbooks. When pupils were exposed to plenty of vocabulary games, learning became easy and pupils remembered best. The use of different games in the class motivated pupils to learn and they showed an increased interest in the lesson.

It has been noted, that the levels of difficulty of the words which appeared in the games were just right. The games made it easier for them to remember a list of new words

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on the same theme. Since the words taught were in context, it was easier to guess the meaning and apply the words they have learnt. The more related the words were to their studies, the more useful they were. The animal noise puzzle, used in the crosswords was something related to their previous knowledge. They found it to be interesting. Almost 95% of them answered correctly as they had studied this topic in their previous lessons. Games must draw upon pupils' prior knowledge and lead to more and newer information.

In the same respect, 93% of the subjects agreed that the games rules were easy to follow. The rules should be within the understanding of the pupils. Easier rules and instructions allowed active participation of pupils. Games, if possible, should have easy and simple rules so that pupils do not have to concentrate very hard in order to play the game. Games activities could be used for all levels. By regarding the proficiency, age and experience of the learners, appropriate activities might be applied successfully. It is also important to design clear and easy direction for the games or the activities. Clearer and well explained rules help the game to go on smoothly.

All the subjects in this study claimed that the games used were interesting and about 80% agreed that the games enhanced their vocabulary learning. When what they were doing interest them, they became motivated and this helped in vocabulary learning. Therefore, learning vocabulary using language games became more effective.

It was also evident from the data that games helped in vocabulary learning. 73% of the subjects claimed that games helped them to build up their vocabulary. Pupils gained a lot from the repetition of words in the games. It enhanced their memory. It could also be seen from the results obtained in the post-test. The increased in the mean score showed that using language games was effective in learning vocabulary. Words learnt

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through active use such as in games were more likely to be remembered than words which had merely been heard or read. Vocabulary practice therefore, must be interesting and stimulating.

Moreover, 80% of the subjects claimed that games were very motivating. Therefore, games were particularly motivating factor and it helped to build up the learners motivation to be engaged in the learning process. Play and competition that were provided by games enhanced the motivation of the pupils. They also reduced the stress in the classroom. Once pupils had been motivated to learn through games, self-learning took place in pupils' own time and they did it anytime and anywhere they liked. In other words, pupils benefited from the games greatly.

This section dealt with the anticipated problems that arouse from using and not using games, which actually answered the third question.

At first, it was hypothesized that if vocabulary learning became more active with activities like games, pupils would not face any difficulties. However, the survey questionnaire revealed that sometimes games create problems for both pupils and teachers.

Using games in the classroom sometimes failed due to the lack of cooperation among members of the class. Analysis from the survey questionnaire showed that only 40% of the subjects were cooperative while using the games method. They seemed to see life in terms of something they *have to* rather than *want to* do. Games required all pupils' involvement and they promoted friendly competition, therefore, it is very important that pupils have a cooperative attitude.

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Another issue related to using language games found in this study was, while playing games, pupils spoke in their mother tongue to discuss instead of the language they were learning. It was hard to control the use of L1 in the classrooms when games were being used. Pupils, especially those who spoke the same language, preferred using their L1 to English.

In sum, games provided favorable usages for practice of vocabulary. They were both motivating and challenging. They encouraged pupils to interact and communicate. So, these games created a meaningful context for language use. The use of games increased the motivation. Thus, potential classroom ideas came into being, and a successful, joyful and enthusiastic learning was provided. So there was an undeniable fact that games provided successful and beneficial effectiveness in teaching vocabulary.

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5.3 Implications

The findings of this study suggest a number of implications for the teaching approaches, learners, and teachers. They are as follows:

i) Teaching Approaches

Has the use of games affected teachers' teaching approaches? This is interwoven with pupils' perception of vocabulary games. Teachers may use games as a warmer at initial learning stages, a long term learning tool or a combination of both. Basically, games can be used at any stage. When games are used as a warmer, teachers only need to get their pupils involved in the games for a while. Then, the teachers can then switch back to the

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normal learning lessons. In this case, drill-type games may be effective enough to appeal to their senses. Both teachers and pupils may prefer using simple drill-type games as a teaser because they are eye-catching and do not take them a long time to play. Teacher should keep an eye on this when selecting games for teaching. Games should be designed to maintain sufficient academic and entertainment value to ensure continued involvement of pupils. More ideally, there should be a clear teaching plan illustrating how the games can be embedded into the lesson effectively.

Games offer an alternative to the traditional teacher-centered textbook lesson. Activities often add extra laughter, excitement and competition to the classroom. Games promote a lively and uninhibited learning environment. Perhaps some day games will be more of an accepted approach than a mere trend.

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ii) Learners

Games cater for all learners. Games involved equal participation from both slow and fast learners. Games can be adjusted to suit the individuals' ages and language level of the pupils in the class. Games must also be graded and age-appropriate, must appeal to different learning style and be related to current event or concerns. Such games foster authentic language use that integrates listening, speaking, reading and writing skills.

Games provide variety and kill boredom. A worthwhile game may also add a sense of visualization to the language process. It adds variety and spices to the classroom which can sometimes be monotonous. Pupils enjoy variety in their lesson and look forward to constant changes of activities.

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iii) Teachers

Games are multi-functional. Games can serve a number of purposes. It can be used in any stages of learning. It provides immediate feedback for the teacher. It can serve as a diagnostic tool for the teacher who can note areas of difficulty and take appropriate remedial action. Games can be used as remedial work, review, enrichment activities, reinforcement, and revision work.

Games can change the role of teacher. The teacher maybe Master of Ceremonies and direct the game, or give that responsibility to a good pupil, in which case he will become the evaluator of the responses and occasionally the scorer of the game. Also the teacher might play the role of language consultant or informant. Other roles are those of monitor/corrector, judge and referee.

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5.4 Recommendation

The findings of this study open a number of avenues for further study. The generalization of these findings may be limited to the following factors:

As mentioned earlier, the gender of the study seemed to be dominated by male. However, it was too abrupt to stereotype that male learners preferred the games learning method more than female ones. This could be proved from the questionnaire with the female learners that they shared similar points of views with their male classmates. It is however, an interesting research topic in the future to compare if there is any difference between the genders when using different learning methods.

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This study was a small scale study; hence, findings obtained from the study were not representative of the entire population. It is suggested that future study covers a bigger sample. A larger sample will be more conclusive.

A more in depth study with longer duration should be done to expose learners to use games in learning. The current two weeks study was not sufficient for learners. Therefore, there is a need to have a treatment that purely concentrates on the use of games for a longer period.

5.5 Closing

Learning vocabulary has been considered a boring subject for a long time and the traditional way of learning vocabulary by mere copying and remembering has shown to be less than effective. Meanwhile, games are also seen as a time-filling activity in most English classrooms. It is believed that games are just for fun and they have very little effect in teaching and learning. However, this study revealed that games contributed to vocabulary learning if they gave pupils a chance to learn, practice to review the English language in a pleasant atmosphere. From the study, it had been found that pupils were demanding a new way of teaching vocabulary, and they themselves were in search of a new way of learning this subject as well.

Under such circumstances, games had been shown to have advantages and effectiveness in learning vocabulary in various ways. First, games brought in relaxation and fun for pupils, thus helped them to learn and retain new words more easily. Second, games usually involved friendly competition and they kept learners interested. These

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created the motivation for learners of English to get involved and participated actively in the learning activities. Third, vocabulary games brought real world context into the classroom, and enhanced pupils' use of English in a flexible, communicative way.

Therefore, the role of games in teaching and learning vocabulary cannot be denied. However, in order to achieve the most from vocabulary games, it is essential that the games chosen were suitable for the pupils. Whenever a game is to be conducted, the number of pupils, proficiency level, cultural context, timing, learning topic, and the classroom settings are factors that should be taken into account.

Besides, learning vocabulary through games is one effective and interesting way that could be applied in any classrooms. The results of this study suggested that games were used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading towards the goal of improving learners' vocabulary.

In conclusion, using games is good and useful in improving learners' vocabulary learning of English language. This method created a friendly atmosphere among the pupils. It promoted goodwill and enhanced vocabulary learning. The results of this study suggested that games were used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' interests.

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APPENDIX 1

SURVEY QUESTIONNAIRE

This research aims at investigating the attitudes and opinions of pupils regarding vocabulary learning through games. The information collected will be kept confidential and will be used for research purposes only.

Your Information:

1. Name: .....(Optional)

2. Gender: Male ◯ Female ◯ *Put a tick (✓)

3. What is your hobby?

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A. Play board games

B. Play computer games

C. Play puzzles

D. Others .....

(Circle your answer)

5. PKSR English Result: A B C D E

(Circle your answer)

6. Father's Occupation: .....

7. Mother's Occupation: .....

THANK YOU!

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APPENDIX 2

SURVEY QUESTIONNAIRE

This research aims at investigating the attitudes and opinions of pupils regarding vocabulary learning through games. The information collected will be kept confidential and will be used for research purposes only.

1. Do you enjoy the vocabulary games provided to you?

   A. Yes B. No

   If 'yes', why? If 'no', why not? Put a tick (√).

YES		NO	
I like computer games.	( )	I do not like games.	( )
I like to solve puzzles.	( )	I do not like puzzles.	( )
I like play station games.	( )	I like to watch television.	( )
The games were interesting.	( )	The games were boring.	( )

2. Does this game provide a wide variety of vocabulary games?

   A. Yes B. No

3. How do you find the words which appear in the games?

   A. Too difficult

   B. Too easy

   C. Just right

4. Do you think the game rules are easy to follow?

   A. Yes B. No

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5. Do you think the games are interesting?

A. Yes B. No

6. Do you think the games can enhance your interest in learning vocabulary?

A. Yes B. No

7. Do you think the games can help you build up your vocabulary?

A. Yes B. No

If 'yes", in what way? If 'no', why not?

YES	NO
I learned new words. ( )	The words were difficult. ( )
I could remember the words. ( )	I can't remember the words. ( )

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8. Are you motivated to learn new words?

A. Yes B. No

9. Did all your group members cooperate with you?

A. Yes B. No

10. Do you communicate in English when you are in the group?

A. Yes B. No

THIS IS THE END OF THE QUESTIONNAIRE.

THANK YOU FOR YOUR COOPERATION.

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APPENDIX 3

Name: _____ Class: _____

PRE-TEST

A. Match the words in column A with their correct meaning in column B. Use your ruler to draw lines.

	A			B
1.	ewe	*	*	a baby's bed
2.	wealthy	*	*	a great battle
3.	cot	*	*	a sailing boat
4.	nut	*	*	another word for grab
5.	hive	*	*	a female sheep
6.	war	*	*	a long fish
7.	yacht	*	*	a precious jewel
8.	snatch	*	*	to be very rich
9.	pearl	*	*	an almond is one
10.	eel	*	*	place foe bees

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B. Circle the correct answer for each question.

1. A wooden floor on a ship is called _____.

A. garage B. deck

C. hall D. cabin

2. To move on ice means to _____.

A. walk B. run

C. skate D. sleep

3. A _____ is needed for walking with broken leg.

A. crutch B. stick

C. bamboo D. pole

4. A new plant grows from me. What am I?

A. weed B. fern

C. grass D. seed

5. The _____ is the only mammal that can fly.

A. pigeon B. peacock

C. sparrow D. bat

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6. White is to cotton as black is to _____.

A. hair B. charcoal

C. coffee D. night

7. Pak Mat's sheep can make this noise.

A. bleat B. bark

C. trumpet D. buzz

8. A place where dead bodies are kept before burial is called _____.

A. mortuary B. laundry

C. museum D. hostel

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9. Choose the correct 'Pairs of Nouns'.

A. ladies and women B. rain or muddy

C. pot and parcel D. fork and spoon

10. _____ is used for carrying injured people.

A. lorry B. stretcher

C. stool D. armchair

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APPENDIX 4

Name: _____ Class: _____

POST-TEST

A. Match the words in column A with their correct meaning in column B. Use your ruler to draw lines.

	A			B
1.	hive	*	*	place foe bees
2.	wealthy	*	*	a great battle
3.	eel	*	*	a long fish
4.	war	*	*	another word for grab
5.	ewe	*	*	to be very rich
6.	snatch	*	*	a baby's bed
7.	yacht	*	*	a precious jewel
8.	nut	*	*	a female sheep
9.	pearl	*	*	an almond is one
10.	cot	*	*	a sailing boat

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B. Circle the correct answer for each question.

1. A new plant grows from me. What am I.

A. weed B. fern

C. grass D. seed

2. To move on ice means to _____.

A. walk B. run

C. skate D. sleep

3. A _____ is needed for walking with broken leg.

A. crutch B. stick

C. bamboo D. pole

4. A wooden floor on a ship is called _____.

A. garage B. deck

C. hall D. cabin

5. White is to cotton as black is to _____.

A. hair B. charcoal

C. coffee D. night

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6. The _____ is the only mammal that can fly.

A. sparrow B. pigeon

C. peacock D. bat

7. Choose the correct 'Pairs of Nouns'.

A, pot and parcel B. ladies and women

C. fork and spoon D. rain or muddy

8. A place where dead bodies are kept before burial is called _____.

A. mortuary B. laundry

C. museum D. hostel

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9. Pak Mat's sheep can make this noise.

A. bleat B. bark

C. trumpet D. buzz

10. _____ is used for carrying injured people.

A. stool B. stretcher

C. lorry D. armchair

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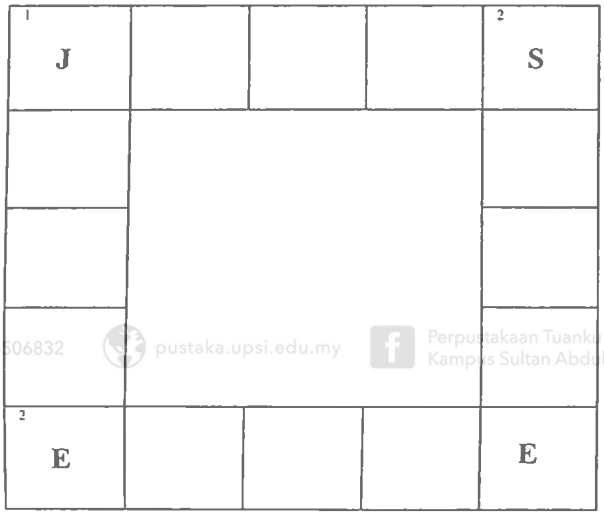
APPENDIX 5

LANGUAGE GAMES

Name; _____ Class: _____

WORD SQUARE

Read the clues and solve the word square.



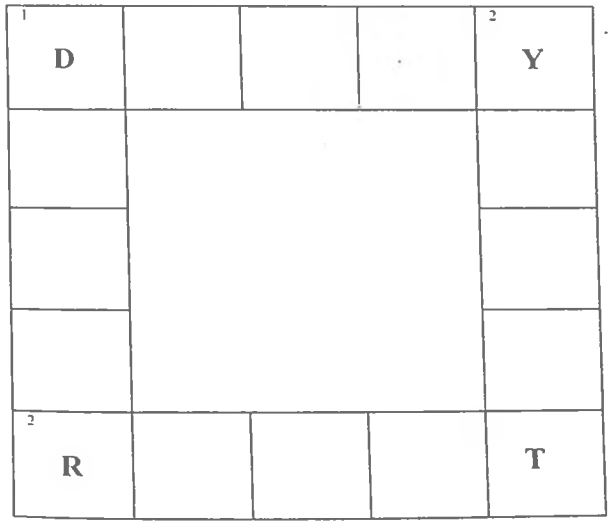
(A)

ACROSS

1. funny stories
2. a large bird

DOWN

1. a healthy fruit drink
2. to move on ice



(B)

ACROSS

1. happening each day
2. a mechanical man

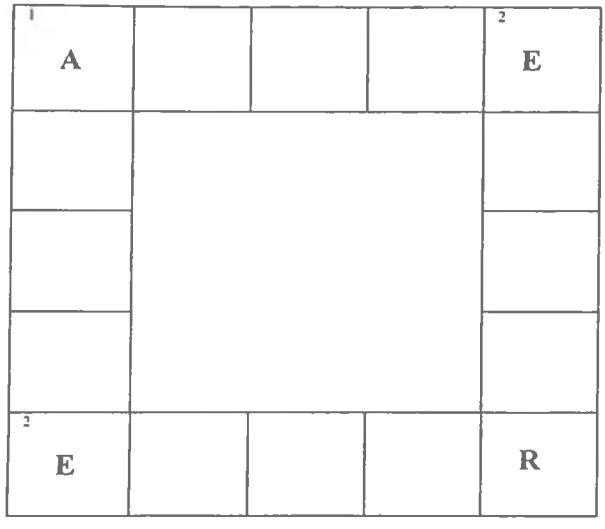
DOWN

1.someone who donates blood

2. a sailing boat

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(C)

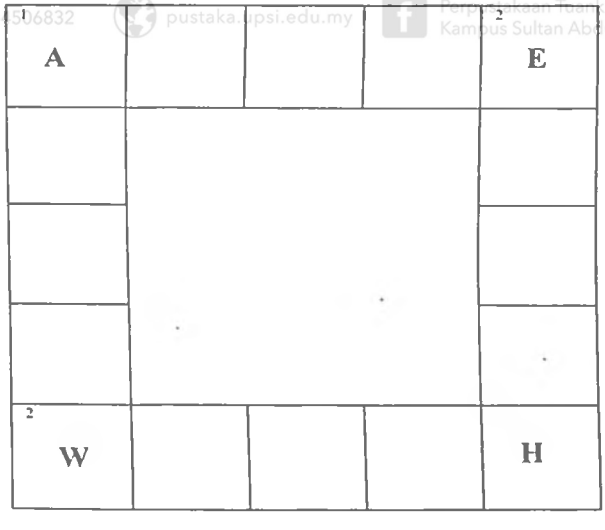
ACROSS

1. opposite of below
2. a mistake

DOWN

1. by yourself
2. to go in

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(D)

ACROSS

1. opposite of asleep
2. a female wizard

DOWN

1. fired by a bow
2. the planet we live on

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APPENDIX 6

LANGUAGE GAMES

Name: _____ Class: _____

DISCOVERY

Look at the clues. All the answers have to be written downwards under the correct number. The arrows on the top line show you where to look for the answer.

(A) Discover the name of a person who flies a **PLANE.**

1. use for smoking
2. opposite of fat
3. sounds like tail
4. prison
5. opposite of EARLY

1	2	3	4	5

(B) Discover a word that means the same as **REASON.**

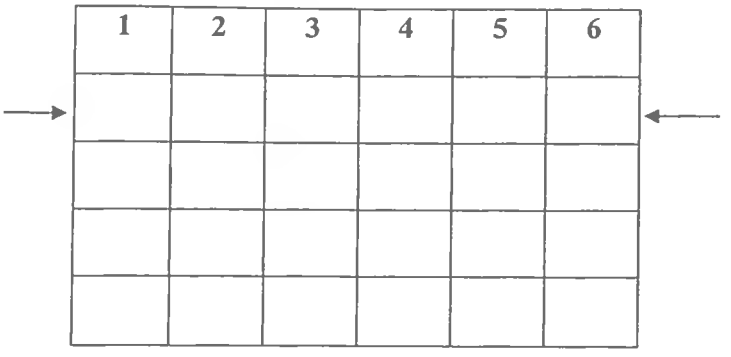
1	2	3	4	5	6

1. opposite of WILD
2. it goes around the earth
3. opposite of EARLY
4. opposite of FAT
5. place for bee
6. opposite of CLOSE

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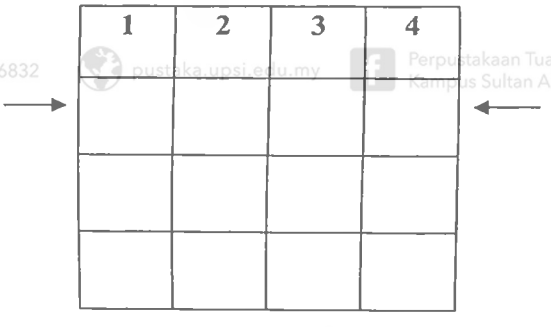
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(C) Discover a word that means the same as to **HARM.**



1. opposite of BUSY
2. a bird's home
3. a martial art
4. opposite of BEAUTIFUL
5. on the top of a house
6. rim

(D) Discover a big **CAT.**



1. opposite of HIGH
2. opposite of HEALTHY
3. a wise bird
4. a sharp bite

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APPENDIX 7

LANGUAGE GAMES

Name: _____ Class: _____

MIDDLE WORD

Read the clues and write the correct letter. What word is formed down the middle of these words?

(A)

S		Y
A		T
P		N
O		F
W		T

= it's always above you

= an insect

= used in sewing

= opposite of ON

= opposite of DRY

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Which two words form a set with the word you have found?

spoon	leaf	fork	table

(B)

A		H
A		E
R		W
A		T
P		N

= left when wood is burnt

= the best card in the pack

= uncooked food is _____

= paintings

= a writing tool

Which word means the same as the word you have found?

frighten	foe	fear	friend

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(C)

E		E	= a female sheep
C		Y	= a sob tears
B		T	= a small part
A		E	= rhymes with eight
E		L	= a long fish

Which word sounds the same as the one you have found?

bind	right	fined	fine

(D)

S		Y	= a place for pigs
C		T	= a dog's enemy
P		T	= a hole
I		L	= to be sick
C		T	= a baby's bed
A		T	= paintings

Which of the following does this man do?

sell fish	sew clothes
buy fruit	mend drains

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APPENDIX 8

LANGUAGE GAMES

Name: _____ Class: _____

CRYPTIC CROSSWORD

To complete this puzzle you must print under each letter in the squares the letter that comes before it in the alphabet.

(A)

D	F	B	T	F
M		U		O
P	O		J	U
T		P		S
F	B	S	M	Z

1. Which word is opposite of BEGIN?

_____

2. Which word is where you go in?

_____

3. Which word is the opposite of OPEN?

_____

(B)

C	M	B	E	F
S				T
P	O		U	V
X				P
O	P	S	U	I

1. Which word is the opposite of SOUTH?

_____

2. A shelter for human.

_____

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(C)

B	X	B	L	F
S		U		B
S			P	S
P		B		U
X	J	U	D	I

1. Find the opposite of ASLEEP.

_____

2. Find a 3-letter word that makes a line.

_____

3. Find a 3-letter word that lets you listen.

_____

(D)

E	B	J	T	Z
F				F
B	U		U	B
U				S
I	F	B	S	U

1. A name of flower.

_____

2. Which word is a part of the body?

_____

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APPENDIX 9

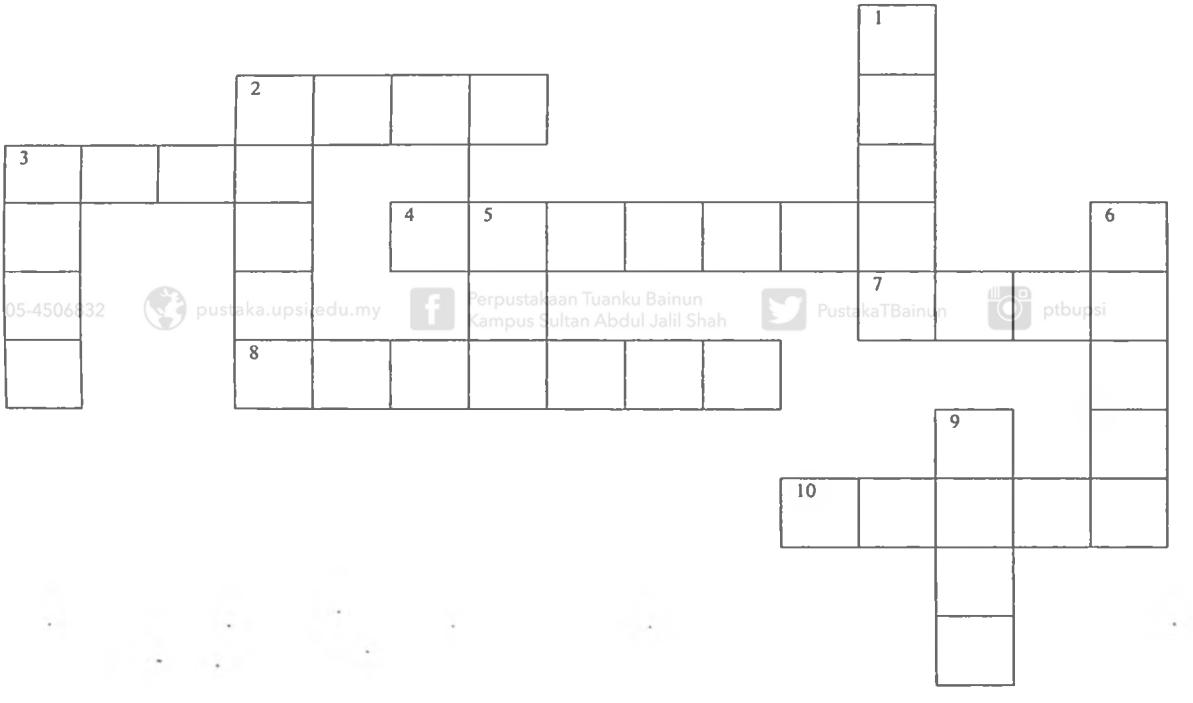
LANGUAGE GAMES

Name: _____ Class: _____

(A) ANIMAL NOISE CROSSWORD

The answer to each clue is the noise an animal makes.

Some animals can make more than one noise!



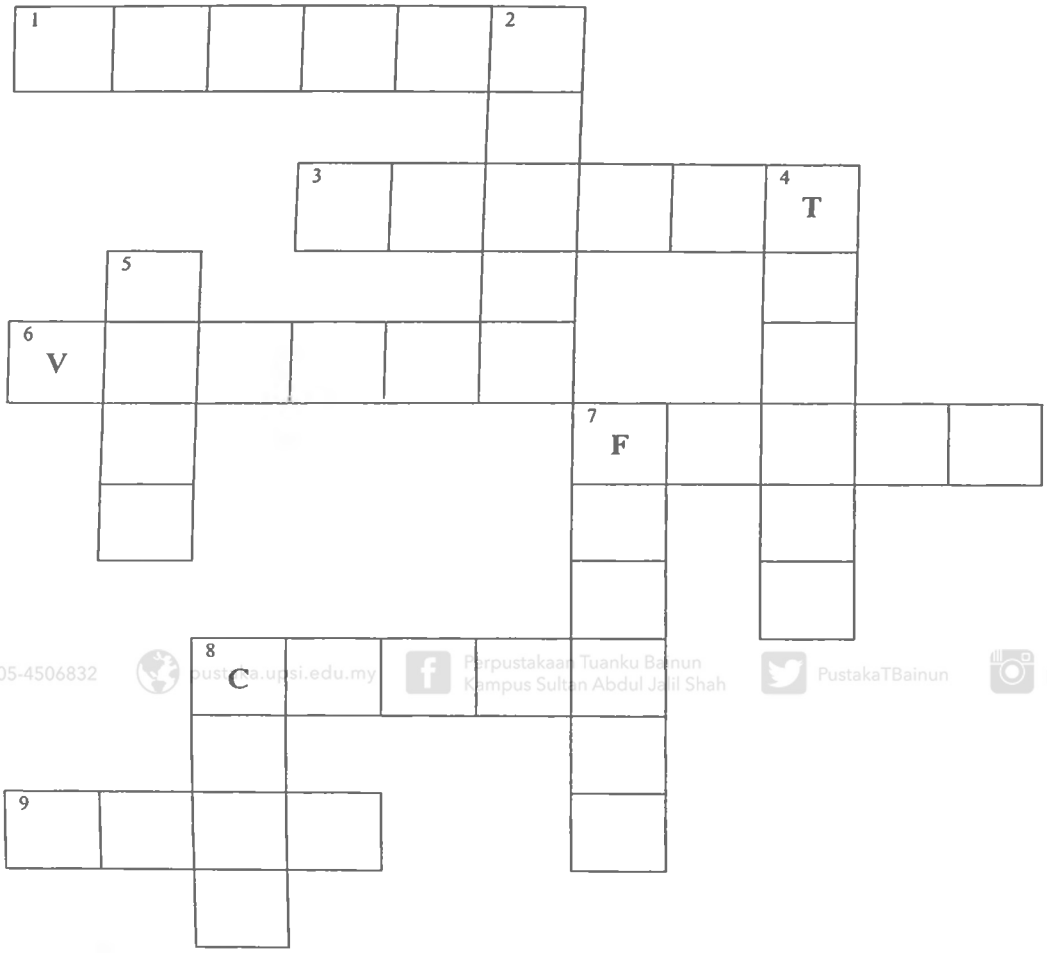
1. birds _____
2. (across) bees _____
3. (across) wolves _____
2. (down) sheep _____
4. monkeys _____
3. (down) snakes _____
6. frogs _____
5. bees _____
8. elephants _____
7. cats _____
10. ducks _____
9. dogs _____

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(B) A RHYMIMG CROSSWORD

Find out what rhymes with the word given!



ACROSS:

1. rhymes with SAILOR
3. rhymes with FOUGHT
6. rhymes with BANISH
7. rhymes with NIGHT
8. rhymes with DUMB
9. rhymes with CORE

DOWN:

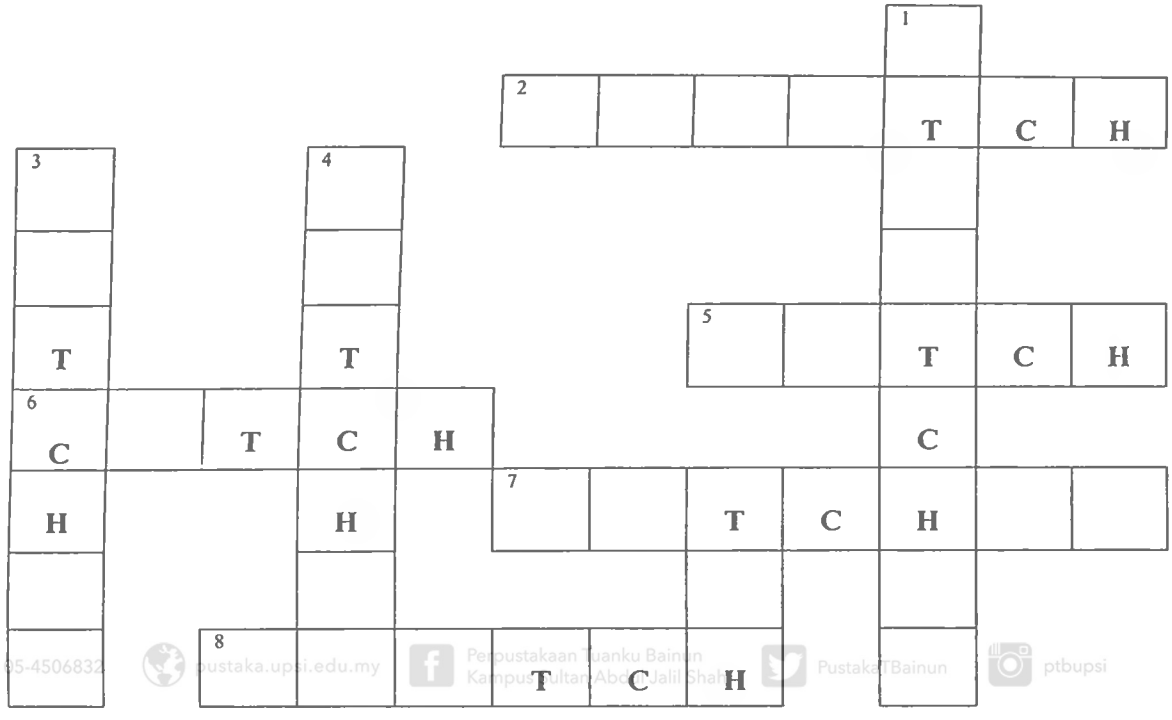
2. rhymes with TOUGH
4. rhymes with CAUGHT
5. rhymes with DAZE
7. rhymes with TUMBLE
8. rhymes with DARE

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(C) "TCH" CROSSWORD

Read the clue and complete the "TCH" crossword



1. something used for carrying injured people
2. needed for walking with a broken leg
3. He sells meat.
4. the room for cooking in
5. a wicked person who casts spells
6. You _____ something thrown to you.
7. used for mending holes in clothes
8. another word for grab

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APPENDIX 10

RAW SCORE OF PRE-TEST AND POST-TEST

Group	Class	Class Size	Student	Pre-test	Post-test
Control Group	Creative	15	RC1	40	45
			RC2	50	55
			RC3	30	35
			RC4	70	75
			RC5	50	55
			RC6	60	60
			RC7	50	50
			RC8	30	40
			RC9	60	65
			RC10	80	90
			RC11	50	60
			RC12	45	50
			RC13	55	60
			RC14	60	65
			RC15	70	80
Experimental Group	Innovative	15	RN1	45	65
			RN2	50	70
			RN3	30	55
			RN4	70	90
			RN5	50	65
			RN6	60	75
			RN7	50	60
			RN8	40	60
			RN9	65	80
			RN10	45	60
			RN11	80	95
			RN12	50	70
			RN13	50	75
			RN14	60	80
			RN15	70	90

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