

## CHAPTER 4

### RESULTS

This chapter mainly presents the findings of this study. The results of each research question are described in the following order: 1) research question one regarding the determination the efficiency of lesson plans for teaching English Vocabulary through games for Prathomsuksa 4 students to meet the criterion set at 80/80; 2) research question two regarding the comparison between students' English vocabulary achievement before and after learning through games for Prathomsuksa 4 students; and 3) research question three regarding the investigation the level of students' satisfaction toward learning English vocabulary through games for Prathomsuksa 4 students. The findings presented are drawn from quantitative data from the exercises, achievement tests, and questionnaire; and the qualitative data from the open-ended questions. The open-ended questions are presented generally descriptively.

#### **4.1 Research Question One: What is the efficiency of the lesson plans for teaching English vocabulary through games for Prathomsuksa 4 students?**

The first research question was directed toward the efficiency of the lesson plans for teaching English vocabulary through games reported to be used by Prathomsuksa 4 students who participated in this study. To answer this question, the researcher used quantitative data from the lesson plans for teaching English vocabulary through games and the achievement test, which determined the efficiency

of the lesson plans for teaching English vocabulary through games for Prathomsuksa 4 students based on the criterion set at 80/80.

All of the students were given the orientation before they began doing the test. This orientation involves letting the students know about the learning method, students' role, learning objectives and the assessment procedures.

**Table 4.1**

**The Scores of the Treatment (E1) (N=14)**

Lesson Plans	(E1)											$\bar{X}$
	1	2	3	4	5	6	7	8	9	10	total	
Scores	10	10	10	10	10	10	10	10	10	10	100	10
1	8	9	9	9	9	9	8	8	9	9	87	8.70
2	8	8	9	8	8	8	8	8	9	8	82	8.20
3	8	9	9	8	9	8	8	8	9	8	84	8.40
4	8	9	9	8	9	9	8	8	9	8	85	8.50
5	8	8	9	8	9	8	8	8	8	8	82	8.20
6	8	9	9	8	9	9	8	8	9	9	86	8.60
7	8	8	9	8	8	8	8	8	8	8	81	8.10
8	9	9	9	9	9	9	8	9	9	9	89	8.90
9	9	9	10	9	9	9	9	10	9	9	92	9.20
10	8	9	9	9	9	9	9	8	9	9	88	8.80
11	10	9	9	10	9	10	9	9	10	9	94	9.40
12	9	9	9	9	10	9	9	9	9	9	91	9.10
13	9	10	9	9	9	9	10	9	9	10	93	9.30
14	8	9	8	8	9	8	8	8	9	8	83	8.30
Total	118	124	126	120	125	122	118	118	125	121	1217	121.7
$\bar{X}$	8.43	8.86	9.00	8.57	8.93	8.71	8.43	8.43	8.93	8.64	86.93	8.69
S.D	0.65	0.54	0.39	0.65	0.48	0.61	0.65	0.65	0.48	0.63	4.36	0.44
%	84.30	88.60	90.00	85.70	89.30	87.10	84.30	84.30	89.30	86.40	86.93	86.93

As shown in Table 4.1 above, the total scores were 1,217. Interestingly, the mean scores were at 86.93 and standard deviation at 4.36. As calculating by percentage, it was reached at 86.93 remarkably.

It should be noted that the information presented in the table above only represents the data from treatment group students, regardless of their English games.

Table 4.2 below then displays the reported posttest scores of the students.

**Table 4.2**

**The Posttest Scores (E2) (N=14)**

No.	(Posttest)
	<b>40</b>
1	36
2	33
3	34
4	35
5	32
6	35
7	32
8	36
9	37
10	35
11	38
12	35
13	37
14	33
<b>Total</b>	<b>488</b>
$\bar{X}$	<b>34.86</b>
<b>S.D.</b>	<b>1.88</b>
<b>%</b>	<b>87.14</b>

As shown in Table 4.2 above, the total scores were 488. Interestingly, the mean scores were at 34.86 and standard deviation at 1.88. As calculating by percentage, it was reached at 87.14 remarkably.

**Table 4.3****Efficiency of Process and Product**

Test	%	$\bar{X}$	SD	n
Efficiency of Process (E1)	86.93	86.93	4.36	14
Posttest	87.14	34.86	1.88	14

As shown in Table 4.3, it was revealed that the percentage score of the process of the treatment group was 86.93, the mean scores were 86.93 and the standard deviation was 4.36, respectively. Similarly, the percentage score of the posttest of the treatment group was at 87.14, the mean scores were 34.86, and the standard deviation was 1.88, respectively. The results indicated that the efficiency of the lesson plans for teaching English Vocabulary through games for Prathomsuksa 4 students, which were conducted by the researcher, is 86.93/87.14 which was higher than the criterion set at 80/80. It claims that students, who learned English vocabulary through games, received total mean scores from the exercises scores at 86.93 %, and total mean scores from the achievement test after learning through games at 87.14 %.

The information as to the perceived efficiency of the lesson plans for teaching English vocabulary through games for Prathomsuksa 4 students, which was higher than the criteria setting, revealed that the students who learned English vocabulary through games improve their vocabulary knowledge.

In order to reflect more profoundly upon the students' mean scores on posttest than those of pretest of English vocabulary through games, a detailed quantitative analysis of the very aspect based on multiple sources of data is provided in the Research Question Two.

#### **4.2 Research Question Two: Is there any significant difference between the pretest and posttest scores?**

The second research question focused on gaining an understanding of the difference which existed between pretest and posttest scores of students regarding to learning English vocabulary through games. To address this question, the researcher used quantitative data in terms of the comparison the difference between pretest and posttest taught through the 10 lesson plans. Moreover, dependent samples t-tests was applied to all lessons reported to be used by each student whether the observed differences in the overall means of the students were statistically significant. For this study, the level of significance was set at .05.

**Table 4.4****Comparison of Pretest and Posttest Mean Scores (N = 14)**

No.	(Pretest)	(Posttest)	Difference (D)	Double Difference (D <sup>2</sup> )
	40	40		
1	24	36	12	144
2	22	33	11	121
3	21	34	13	169
4	22	35	13	169
5	20	32	12	144
6	23	35	13	169
7	20	32	12	144
8	24	36	12	144
9	26	37	11	121
10	22	35	13	169
11	27	38	11	121
12	21	35	14	196
13	25	37	12	144
14	20	33	13	169
<b>Total</b>	<b>317</b>	<b>488</b>	<b>172</b>	<b>2124</b>
$\bar{X}$	<b>22.64</b>	<b>34.85</b>	<b>12.29</b>	<b>151.71</b>
<b>S.D.</b>	<b>2.27</b>	<b>1.88</b>	<b>0.91</b>	<b>22.50</b>
<b>%</b>	<b>56.61</b>	<b>87.14</b>	<b>30.71</b>	

As showed in Table 4.4, the findings revealed that the mean scores of the posttest of the treatment group were 34.85 which were higher than the pretest mean scores which reached at 22.64. Importantly, the percentage of the posttest was 87.14 which was higher than the pretest (56.61). The results indicated that the treatment group was developed.

Another aspect that is worth discussing is that the significant difference between the pretest and posttest scores of the treatment group or not. The Table 4.5 below shows the results:

**Table 4.5****Differences of the Pretest and the Posttest Scores**

Test	n	%	X	SD	df	t-test	sig
Pretest	14	56.61	22.64	2.27	13	51.20	0.000***
Posttest	14	87.14	34.86	1.88			

\*\*\* significant difference at .01

As indicated in the table above, the dependent samples t-test was conducted in order to find whether there was a significant difference in using games of the pretest and the posttest scores. The results showed that there was statistically significant difference between the pretest and the posttest scores in learning English vocabulary through games at a .01 level.

### **4.3 Research Question Three: In what level is the students' satisfaction of learning English vocabulary through games?**

The third research question focused on gaining an understanding of the level of the students' satisfactions in learning English vocabulary through games.

All of 14 Prathomsuksa 4 students were asked to complete the 10 items of 5-rating scale satisfaction questionnaires, ranging from the most satisfactory (5) to the least satisfactory (1). Table 4.6 below demonstrates the mean and standard deviation for each questionnaire item.

**Table 4.6****The Mean and Standard Deviation for Each Satisfaction Questionnaire Item****(N = 14)**

No.	Statements	$\bar{X}$	S.D.	Meaning	Rank
1	Games helped me practice vocabulary meaningful in class.	4.50	0.52	More Satisfactory	8
2	Games helped me understand vocabulary easily.	4.79	0.43	The Most Satisfactory	2
3	Games made the lessons more interesting.	4.64	0.50	The Most Satisfactory	4
4	Games helped me work in group and learn with others.	4.64	0.50	The Most Satisfactory	4
5	Games helped me learn vocabulary more joyfully.	4.71	0.47	The Most Satisfactory	3
6	The teacher should use games for teaching vocabulary.	4.57	0.51	The Most Satisfactory	7
7	Games encouraged me to use more English.	4.43	0.51	More Satisfactory	9
8	I usually bring games to play with my friends.	4.29	0.47	More Satisfactory	10
9	When the teacher needs volunteer to play games, I always participate.	4.64	0.50	The Most Satisfactory	4
10	Games helped me love English subject.	4.86	0.36	The Most Satisfactory	1
<b>Grand Total</b>		<b>4.61</b>	<b>0.43</b>	<b>The Most Satisfactory</b>	

As revealed in Table 4.6, it indicates that the students' satisfaction toward learning English vocabulary through games as a whole was at "the most satisfactory" level ( $\bar{X} = 4.61$ , S.D. = 0.43). When considering at each item, it was found that the first three highest mean scores were no. 10 "Games helped me love English subject" ( $\bar{X} = 4.86$ , S.D. = 0.36), and no. 2 "Games helped me understand vocabulary easily"



( $\bar{X} = 4.79$ , S.D. = 0.43), followed by no. 5 “Games helped me learn vocabulary more joyfully” ( $\bar{X} = 4.71$ , S.D. = 0.47), respectively. In contrast, the three lowest mean scores were no. 8 “I usually bring games to play with my friends” ( $\bar{X} = 4.29$ , S.D. = 0.47), followed by no. 1 “Games helped me practice vocabulary meaningful in class” ( $\bar{X} = 4.50$ , S.D. = 0.52), and no. 7 “Games encouraged me to use more English” ( $\bar{X} = 4.43$ , S.D. = 0.51), respectively.

Furthermore, some additional opinions with open-ended questions asking the students to give their opinions about advantages, disadvantages, problems and suggestions toward learning English vocabulary through games as follows: For advantages of playing games, games helped the students understand vocabulary better and faster, games helped them learn vocabulary more joyful, and games also helped them work in group. For disadvantages of playing games, the students stated that while playing games their classmates made a loud level of noise. For problems of playing games, the students stated mentioned that the problem they encountered during learning English vocabulary through games was due to the limited time in playing games. For suggestions of playing games, the students suggested that the teacher should provide more games in English lessons.

#### **4.4 Summary of the Chapter**

In summary, few findings of this study reached statistical significance. In this chapter students' English vocabulary through games were presented. The results of each research question are described in three aspects, namely; the efficiency of the lesson plans for teaching English vocabulary; the differences of between the pretest

and posttest students' mean scores; and the students' satisfaction of learning English vocabulary through games, respectively. Besides, the detailed summary of the findings, discussions, implications for instruction, and suggestions for future researches are presented in the next chapter.

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี  
Buriram Rajabhat University