

## CHAPTER 5

### CONCLUSION AND DISCUSSION

This chapter concludes with a summary section in which the essential research statements are highlighted. The researcher, however, discusses the results of each research questions which were presented in Chapter One. In addition, based on the findings and the discussion, the implications for research and practice are provided. Lastly, this chapter ends with the conclusion of this research study.

#### 5.1 Summary of the Major Findings

The main objective of the study was to investigate the use of games to improve Prathomsuksa 4 students' English vocabulary learning. Specifically, the purposes of this study were: 1) to find the efficiency of the lesson plans for teaching English vocabulary through games for Prathomsuksa 4 students to meet the criterion set at 80/80; 2) to compare the students' English vocabulary achievement before and after learning through games for Prathomsuksa 4 students; and 3) to investigate the level of students' satisfaction toward learning English vocabulary through games for Prathomsuksa 4 students. The samples consisted of 14 Prathomsuksa 4 students (9 boys and 5 girls) who enrolled in the fundamental English course (E14101) in the second semester of academic year 2011 at Ban Nong Chum Sang School, Huai Thalaeng District, Nakhon Ratchasima Province under Nakhon Ratchasima Primary Educational Service Area Office 2. They were selected by purposive sampling

technique with the three main reasons. Firstly, they were taught fundamental English course (E14101) by the researcher herself. Secondly, the researcher was their advisors. Lastly, the students in this classroom consisted of a mix of low, moderate and high English proficiency. This study was conducted in the second semester of academic year 2011 for 12 periods described as follows: 1) 10 periods for learning English vocabulary through games, 60 minutes for each period; and 2) 2 periods for orientation, doing pretest to check their prior knowledge before learning English vocabulary through games, and for doing an achievement test (posttest) to check their learning achievement, and the satisfaction questionnaire toward learning English vocabulary through games. The contents of the study are comprised of 10 word groups: numbers 11-30, things in the classroom, colors, animals, parts of body, fruits and vegetables, occupations, places, my family, and months of the year. The data were derived from multiple sources, namely; 10 lesson plans for teaching English vocabulary through for Prathomsuksa 4 students, English vocabulary achievement test, and a questionnaire for students' satisfaction. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test.

The findings of this study were as follows:

1. The efficiency of the lesson plans for teaching English Vocabulary through games for Prathomsuksa 4 students had an efficiency of 86.93/87.14 which was higher than the standard criterion set at 80/80.
2. The 14 Prathomsuksa 4 students who learned English vocabulary through games had higher achievement than before learning English vocabulary through games at the .05 level of statistical significance.

3. The 14 Prathomsuksa 4 students' satisfaction toward learning English vocabulary through games as a whole was at the most satisfactory level.

Below is the discussion of the following aspects based on the findings:

a) the efficiency of the lesson plans for teaching English Vocabulary through games for Prathomsuksa 4 students; b) difference between students' learning achievements; and c) students' satisfactions toward learning English vocabulary through games.

## **5.2 Discussion of the Findings**

The three research questions and the findings presented in Chapter 4 are discussed in this section.

### **5.2.1 The Efficiency of the Lesson Plans for Teaching English Vocabulary through Games for Prathomsuksa 4 Students**

The findings showed that the efficiency of the lesson plans for teaching English Vocabulary through games for Prathomsuksa 4 students was 86.93/87.14 which was higher than the criterion set at 80/80. The findings of the study could be considered that the researcher reviewed the related literature such as theories and principles on the lesson plans for teaching English vocabulary through games composing the Basic Education Core Curriculum B.E.2551 (A.D.2008), vocabulary in second language acquisition, lesson plans, the use of games in English language teaching, efficiency, and satisfaction toward language learning, etc. In the production of the lesson plans for teaching English vocabulary through games, the researcher made a systematic study of the procedures for lesson plans production, the contents and games to ensure relevance to the objectives and students' interests. After that, the lesson plans was examined by experts for consistency. Then the lesson plans for

teaching English vocabulary through games were put on trail and improved before they were employed with the sample group. As a result, the lesson plans for teaching English vocabulary through games for Prathomsuksa 4 students was characterized as efficient as expected by the standard. Moreover, the lesson plans consist of games which assist the students' ability to understand and learn vocabulary. Yolageldili and Arikan (2011) mention that games provide language teachers with many advantages when they are used in classroom. Games stimulate students' interest in classroom activities and as a result, students become motivated and willing to learn. Games decrease students' anxiety towards language learning. Games are student-focused activities requiring active involvement of students. And games bring real life situations to the confinement of the classroom.

This could be concluded that the lesson plans for teaching English vocabulary through games was efficiency because they were tried out and found the efficiency before use with the samples. They could make the students achieve higher learning. It is quite new for the students to learn English vocabulary through games. It can motivate the students to learn and be interested in the content more than they used to be.

### **5.2.2 Difference between the Pretest and Posttest Mean Scores**

According to the results of the English vocabulary achievement test, it is not surprising that the students who learned English vocabulary through games had higher achievement of vocabulary on posttest mean scores than on pretest mean scores with statistically significant difference at .05 levels. The results of the present study revealed that games could help the students improve their knowledge of vocabulary because it could make the students achieve higher learning. Each student increased

their vocabulary learning. They got higher scores from the test than before studying them. Games could help increase the students' vocabulary learning. They could stimulate and encourage the students to participate in learning activities. Students had opportunities to drill and practice when playing games, or when trying to win or to beat other teams for themselves or on behalf of their teams. They were so competitive while playing because they wanted to have a turn to play, to score points and to win. It could be clearly seen that games could capture students' attention and participation. They can motivate students to learn more (Deesri, 2002). Games were found to greatly help the students study and practice using vocabulary more meaningfully and joyfully. Games is an effective teaching method in enhancing the students' competence, it is advisable that English teachers use more games to reinforce learning in class because they provide students meaningful practice in learning (Attapan : 2002). This indicated that vocabulary games could improve the students' vocabulary knowledge. This correlates to Hewitt (1997) who found that playing games was successful in improving students' environmentally responsible behavior. Deesri (2002) confirms that games are very useful and can be used to develop students' language learning and also provide the students an opportunity to practice communication. Furthermore, Deesri (2002) states that another advantage is increasing students' proficiency, playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided. According to Amphaiphan (2002), games stimulated and encouraged students to participate in the learning activities. Chaiphar (2002) confirms that vocabulary games could be used as one approach to help improve students' vocabulary. Khaemmanee (2001) who mentions

that playing games is one of the teaching techniques that encourage learners to have high achievements. Games are useful strategy to enhance students' language proficiency (Amato. 1996). Moreover, Lee (1979) and Richard-Amato (1988) agree that games are a good learning tool for students who just start to learn a new language. Games can contribute to a relaxed environment, which can help learners remember things faster and use the target language rather than think about its form. Therefore, students who learned English vocabulary through games had higher proficiency in learning.

### **5.2.3 Students' Satisfaction toward Learning English Vocabulary through Games**

The result illustrates that students' satisfaction toward learning English vocabulary through games was at the most satisfactory level. Overall, the mean score of students' level of satisfaction was 4.61. The first three highest mean scores were games helped the students love English subject (4.86), games helped the students understand vocabulary easily (4.79), and games helped the students learn vocabulary more joyfully (4.71), respectively. The findings showed that the students were satisfied with learning English vocabulary through games. This finding is strengthened by the results from the researcher's observation of their enjoyment expressed by their behavior while playing games. This is because learning English vocabulary through games is an advantage method to create students' positive attitudes toward English vocabulary learning. Games helped the students love English subject. Games made the lessons more interesting, meaningful, and joyfully, which games created a relaxing learning atmosphere. While playing games, students had a lot of fun, pleasure, exercise, and tease with their friends, students were not

stressed nor bored. Apart from having fun, games helped the students learn, understand, and retain vocabulary faster and better at the same time. Students worked in group, cooperated and learned in teams, which reduce their anxiety since they are allowed to interact with each other without the interference of the teacher. They were lower anxiety, highly motivating and entertaining, and participate actively, even shy students more opportunity to express their opinions and feeling in the learning activities. For that reason, students who learned English vocabulary through games had higher achievement in learning and students' satisfaction toward learning English vocabulary through games were highly positive. It correspond with Issarapreeda (2003 : 310) who states that praise and blame, both of them influence the students' learning. Many examinations, scores of tests are students' motivations. They are significant to students and motivate them to pay attention in learning. New methods enhance students' desire to learn. Setting the prize for assignment enhances students' aspiration to learn. Giving examples which the students are familiar is simple to comprehend for students. Games and drama, learning by doing or real situation is more understandable. Reducing and avoiding stressful situations are crucial factors helping students learn effectively. Motivation is a significant element of learning. Motivated students develop into active and curious learning. Learners will have positive effect on their performance. Willis (1982 : 187 ; cited in Attapan. 2002) notes that if a student wishes to learn, if he is motivated, he will make progress. If, however, he lacks motivation, if he has no desire to learn, he will probably not make progress. Learning through games is one way to motivate students to develop their English progress. Huyen and Nga (2003) who mention that games are effective in helping students to improve their vocabulary building skills. That is, students

collaborated quite actively in games that required group work, even the quiet students. They said that they liked the relaxed atmosphere, the competitiveness and the motivation that games brought to the classroom. This is because students have a chance to use their imagination and creativity during activities like games in the classroom. 17 of the 20 students expressed their satisfaction after the games and many of them wanted to play more as they said those games were fun and they found games helpful for their learning. Additionally, Schultz and Fisher (1988) notes that students may stop thinking about language and begin using it in a spontaneous and natural way when they play games, because they are relaxed and have fun from those games. Likewise, Jung (2005) explains that games are learner centered; promote communicative competence; create a meaningful context for language use; increase learning motivation; reduce learning anxiety; integrate various linguistic skills; encourage creative and spontaneous use of language; construct a cooperative learning environment; and foster participatory attitudes of the students.

In addition, from the open-ended questions, most students mentioned that the advantages of games were that games helped them understand vocabulary better and faster, games helped them learn vocabulary more joyful, and games also helped them work in group. This indicated that the students improved their English vocabulary knowledge after learning through games, they understood and remembered vocabulary better because they were enjoyable and pleasant while playing games.

In contrast, the students stated that while playing games their classmates made a loud level of noise. This may have disturbed the neighboring classes. In the present study, the teacher usually provided the students with either pair work or group work, it was inevitable that they made quite a lot of loud noise in attempting to complete the



game tasks. To prevent interfering with the neighboring classes, students must be trained to interact with others at a necessary volume. The teacher should remind the students not to shout in pair work or group work and it is important to keep the level of noise down. They should be trained to be aware to undertone while playing games. In this case, if pairs or groups make too much noise the teacher may show them the sign for turn volume down (Attapan : 2002).

The students stated the problem they encountered during learning English vocabulary through games was due to the limited time in playing games. They complained that the time allocated for playing games was too limited. This indicated that they needed more time to play games or they could not finish their work in the limited time. This might be due to the fact that the teacher spent considerably long time in the presentation stage to make sure that the students understood the newly presented vocabulary. Hence, the students did not have much time to complete games. To handle this problem, the teacher needed to have better time management (Attapan : 2002).

Furthermore, the students suggested that the teacher should provide more games in English lessons. They wanted to study again when they had free time, during noon or independent periods. This indicated that they liked learning English vocabulary through games and they want the teacher to use more games for teaching English vocabulary. They should have more types of games for them to play. Teachers should provide games for them to play after class or school.

Finally, this could be concluded that the students who learned English vocabulary through games had higher achievement in learning and students' satisfaction toward learning English vocabulary through games were highly positive.

### 5.3 Pedagogical Implications

In relation to the theoretical implications of the major findings from this study, the researcher presents the following related implications for teaching English vocabulary through games.

5.3.1 Games were advantages and interesting which help students to improve the knowledge of vocabulary that can be applied in any classrooms. The results of this research suggested that games were used not only for more enjoy, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learner's communicative competence. Therefore, administrators, teachers, and related persons in learning management should use games as part of the course for the students.

5.3.2 In playing games, teachers need to manage time effectively because time affects much to the success of games. If the time given is too limited, students will feel stressed in interacting with each other. If the time provided is too long, students may feel bored. It is inevitable that time allocation for a particular game also varies among different groups of students. It is benefit for teachers to organize a good lesson plan as well. In this way the flexibility of time for each game can be arranged more effectively.

5.3.3 Games cannot be successful if the teacher does not explain the tasks and roles of students clearly, especially to the students with low language competence because misunderstanding of them will cause troubles while playing games. It is also important that after playing games, teacher should summarize or conclude the language usage.

5.3.4 In order to achieve the most from vocabulary games, it is essential that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, learning topic, cultural context, timing, and the classroom setting are factors that should be taken into account.

5.3.5 There should have self access center for the students to study games any time they like. This can encourage students to study games after class and then they will get the knowledge about vocabulary better.

#### **5.4 Suggestions for Future Research**

The recommendations were based on the research findings of this study, some suggestions are proposed here for future researches as follows.

5.4.1 Using games to enhance English vocabulary learning at another level of students such as in a high school or university should be examined.

5.4.2 Studying other English learning, for example grammar learning and for language skills: listening, speaking, reading, and writing by using games should be considered.

5.4.3 A comparison of vocabulary learning through games in a classroom setting and vocabulary learning game online should be investigated.

5.4.4 Cultural learning through games which interesting topic should be conducted.

In conclusion, the researcher believes that the findings will be as a guideline for teachers and students in developing and improving their vocabulary learning based on using games in the EFL settings.