

ผลของการใช้บัตรภาพเพื่อพัฒนาการเรียนรู้คำศัพท์และความคงทน
สำหรับนักเรียนชั้นประถมศึกษาปีที่ 5

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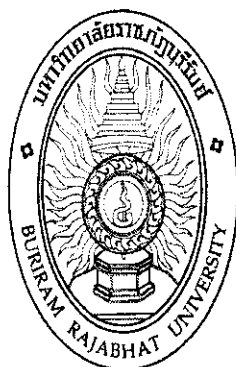
ของ

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เสนอต่อมหาวิทยาลัยราชภัฏบุรีรัมย์ เพื่อเป็นส่วนหนึ่งของการศึกษา
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ลิขสิทธิ์เป็นของมหาวิทยาลัยราชภัฏบุรีรัมย์



**EFFECTS OF USING FLASHCARDS TO IMPROVE
VOCABULARY LEARNING AND RETENTION
FOR PRATHOMSUKSA 5 STUDENTS**

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**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts Program in English**

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บทคัดย่อ

การวิจัยกึ่งทดลองนี้มีความมุ่งหมายเพื่อ 1) หาประสิทธิภาพของแผนการสอนโดยใช้บัตรภาพเพื่อพัฒนาการเรียนรู้คำศัพท์ สำหรับนักเรียนชั้นประถมศึกษาปีที่ 5 ที่มีประสิทธิภาพตามเกณฑ์ 75/75 2) เปรียบเทียบผลสัมฤทธิ์ทางการเรียนก่อนเรียนและหลังเรียนของนักเรียนชั้นประถมศึกษาปีที่ 5 ที่เรียนโดยใช้บัตรภาพเพื่อพัฒนาการเรียนรู้คำศัพท์ 3) ตรวจสอบความคงทนในการเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 5 ที่เรียนโดยใช้บัตรภาพ และ 4) ศึกษาความพึงพอใจของนักเรียนชั้นประถมศึกษาปีที่ 5 ที่มีต่อการเรียนรู้โดยใช้บัตรภาพเพื่อพัฒนาการเรียนรู้คำศัพท์ กลุ่มตัวอย่างที่ใช้ในการศึกษาครั้งนี้เป็นนักเรียนชั้นประถมศึกษาปีที่ 5 จำนวน 13 คน ซึ่งเรียนวิชาภาษาอังกฤษพื้นฐาน (อ15102) ภาคเรียนที่ 2 ปีการศึกษา 2560 โรงเรียนบ้านหนองครก อำเภอสตึก จังหวัดบุรีรัมย์ สังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาบุรีรัมย์ เขต 4 ได้มาโดยการสุ่มอย่างง่าย โดยใช้โรงเรียนเป็นหน่วยในการสุ่ม เครื่องมือที่ใช้ในการเก็บรวบรวมข้อมูลได้แก่ บัตรภาพ แผนการจัดการเรียนรู้ แบบทดสอบวัดผลสัมฤทธิ์ทางการเรียน และแบบสอบถามความพึงพอใจ สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และ Dependent Samples t-test โดยกำหนดค่านัยสำคัญทางสถิติที่ระดับ .05 ผลการศึกษาพบว่า

1. แผนการจัดการเรียนรู้โดยใช้บัตรภาพเพื่อพัฒนาการเรียนรู้คำศัพท์ สำหรับนักเรียนชั้นประถมศึกษาปีที่ 5 มีประสิทธิภาพ 79.33/78.85 ซึ่งสูงกว่าเกณฑ์ที่กำหนด คือ 75/75
2. นักเรียนชั้นประถมศึกษาปีที่ 5 ที่เรียนโดยใช้บัตรภาพเพื่อพัฒนาการเรียนรู้คำศัพท์ มีผลสัมฤทธิ์ทางการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .01
3. นักเรียนชั้นประถมศึกษาปีที่ 5 มีความคงทนในการจดจำคำศัพท์ภาษาอังกฤษหลังเรียนโดยใช้บัตรภาพเพื่อพัฒนาการเรียนรู้คำศัพท์

4. นักเรียนชั้นประถมศึกษาปีที่ 5 มีความพึงพอใจต่อการเรียนโดยใช้บัตรภาพเพื่อพัฒนาการเรียนรู้คำศัพท์ อยู่ในระดับมากที่สุด

ผลการศึกษาจะเป็นข้อมูลสำคัญสำหรับครูและนักเรียนในการพัฒนาการเรียนการสอนคำศัพท์เพื่อพัฒนาทักษะการฟังภาษาอังกฤษในฐานะภาษาต่างประเทศที่มีประสิทธิภาพต่อไป

มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

TITLE	Effects of Using Flashcards to Improve Vocabulary Learning and Retention for Prathomsuksa 5 Students		
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ABSTRACT

This quasi-experimental study aimed: 1) to investigate the efficiency of lesson plans using flashcards to improve vocabulary learning in Prathomsuksa 5 students based on the criterion set at 75/75; 2) to compare the students' learning achievement before and after learning through flashcards to improve vocabulary learning for Prathomsuksa 5 students; 3) to check students' retention about English vocabulary after learning through flashcards; and 4) to examine the students' satisfaction toward vocabulary learning via flashcards for Prathomsuksa 5 students. The samples in this study were 13 Prathomsuksa 5 students who took fundamental English course (EN15102) in the second semester of academic year 2017 at Bannongkrok School, Satuk District, Buriram Province under Buriram Primary Educational Service Area Office 4, selected by using simple random sampling by using schools as the sampling unit. The research instruments were flashcards, lesson plans, achievement tests, and the satisfaction questionnaire. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test.

The finding of this study were: as follows;

1. The efficiency of lesson plans using flashcards to improve vocabulary learning in Prathomsuksa 5 students was 79.33/78.85 which was higher than the criterion set at 75/75.

2. The students who learned vocabulary through flashcards had higher learning achievement on the post-test mean scores than in the pre-test mean scores with statistically significant difference at .01 level.

3. The students has retention about English vocabulary after learning through flashcards.

4. The students' satisfactions toward vocabulary learning via flashcards were at the most satisfactory level.

The findings can be significant for teachers and students to develop vocabulary lesson in order to improve the listening skills in EFL settings effectively.

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LIST OF ABBREVIATIONS

A.D.	Anno Domini
B.E.	Buddhist Era
E ₁ / E ₂	Efficiency of the Process/Efficiency of the Outcomes
EFL	English as a Foreign Language
E.I.	The Effectiveness Index
ELL	English-Language Learner
ESL	English as a Second Language
IOC	Index of Item Objective Congruence
IRCE	Office of the National Education Commission
S.D.	Standard Deviation
STAD	Student Team - Achievement Divisions

LIST OF ABBREVIATIONS

BRU	Buriram Rajabhat University
E ₁ /E ₂	Efficiency of the Process / Efficiency of the Outcomes
EFL	English as a Foreign Language
ESL	English as a Second Language
L1	First Language
L2	Second Language
Las	Local Assessment System
S.D.	Standard Deviation
SPSS	Statistical Package for the Social Sciences

CHAPTER 1

INTRODUCTION

1.1 Statement of the Problem

English is used in almost all over the world. It is caused by the importance of English in any scope of our lives. Moreover, the area of English always becomes a special interest. People who are able to speak English well will have the opportunity to interact with the other people from different parts of the world. English is used in many activities such as in politic, social life and etc. English has become one of the main subjects studied in school. One human's language is life definitely meaningless. Besides that, evidence shows that some students after finishing their studies are easier to get jobs in several tourism industries (Oxford Royale Academy, 2017).

Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch and Brown (1995: 1). They say, "Vocabulary is the foundation to build languages, which plays a fundamental role in communication". It describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well. Students of elementary school study basic English. They study about simple words or things in their surroundings, it is aimed that students are able to understand simple English used in daily context. However, it is difficult to master the other competences without understanding the vocabulary, because vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking.

In Thailand, inadequate English vocabulary is a problem obstructing students to acquire the four skills of language: listening, speaking, reading and writing, especially an inadequate English vocabulary. Vocabulary learning is claimed by many Thai researchers to be a major problem in English language. As a 4-year English teaching-experienced teacher at Bannongkrok School, Satuk District, Buriram Province under Buriram Primary Educational Service Area Office 4, the researcher finds that teaching and learning English are not successful as the outcome of the LAS test in English for grade 5 students; the testing mean scores are rather low (18.80 out of 100) (Self Assessment Report of Bannongkrok School in 2016). The researcher has checked the problems and found that nearly all students confronted the problems on vocabulary. Students have inadequate previous comprehension in vocabulary, as a result; these obstacles will be operated to increase learning English ability. To address the problems of vocabulary learning, students need certain methods to facilitate their vocabulary learning. Therefore, to understand vocabulary learning strategies can be one of the ways to solve the problems of vocabulary learning as strategies are useful to students when learning vocabulary.

English vocabulary has been the area of interest for some years now; and there are many activities used to improve English vocabulary such as a flashcard. It is a popular, inexpensive, and effective material to improve students in English vocabulary learning. It is a part of a set of cards which are written items to be studied. Teachers make pictures which are used to teach vocabulary items through modeling the real objects referring to vocabulary being taught. They are “flashed” (shown quickly) one by one to a learner to elicit a quick response (Marpaung. 2012). Vocabulary flashcards are great tools for studying. They can be fun, colorful, and creative ways

to aid in memory and retention of vocabulary words. By the flashcard, the students can remember the letters, it also helps the teachers to increase students interest and motivation to learn vocabulary at the result. It will make the students feel joyful and fun during the learning process (Frank. 2016). Teachers should produce their own flashcards because they are cheap and theirs to keep is that they can make sets for their definite needs. They may like to create a set to exploit in conjunction with a story book or graded reader, or even to convoy project work.

Flashcards can be one of the least expensive ways to study material. You don't need to buy a set of fancy elucidate by pictures, and provide students with a portable learning tool. Rather than having to carry around a book or notebook, flashcards allow students the opportunity to transport as many cards as they need. By taking the cards everywhere, students can make effective use of their time such as using them while walking on all places. This can make the learning process cumbersome and can be overwhelming. Flashcards eliminate extraneous material as they focus on only the most important elements of what students need to learn (Lewis. 2010). To deal with the problems further successfully, consequently, the researcher requirements to develop flashcards by myself to improve vocabulary learning and retention for Prathomsuksa 5 students to facilitate solving vocabulary learning problems and to develop language learning with the students. Because of a lot of other studies proved that flashcards not concern with my students' background knowledge so the researcher chooses the necessary words from each topic to create effective flashcards to enhance students in learning.

Accordingly, this research is set to assist Prathomsuksa 5 students for better vocabulary learning to enhance students use vocabulary correctly while using English

as medium of communication. Thus, current research concentrates on effect of using flashcard to improve vocabulary learning and retention for Prathomsuksa 5 students. Furthermore, it will enhance students' satisfactions with learning English through flashcard; and will be important information to improve the learning English vocabulary management in the future.

1.2 Purposes of the Study

1.2.1 To investigate the efficiency of lesson plan using flashcards to improve vocabulary learning in Prathomsuksa 5 students based on the criterion set at 75/75.

1.2.2 To compare the students' learning achievement before and after learning through flashcards to improve vocabulary learning for Prathomsuksa 5 students.

1.2.3 To check students' retention about English vocabulary after learning through flashcards.

1.2.4 To examine the students' satisfaction toward vocabulary learning via flashcards for Prathomsuksa 5 students.

1.3 Research Questions

1.3.1 What is the efficiency of lesson plan using flashcards to improve vocabulary learning?

1.3.2 Will students who learn English vocabulary through flashcards have higher mean scores on post-test than that of pre-test mean scores?

1.3.3 Do students have retention about English vocabulary after learning through flashcards?

1.3.4 What is the level of the students' satisfactions in English vocabulary learning by using flashcards?

1.4 Research Hypotheses

1.4.1 Students who learn English vocabulary through flashcards will have higher learning achievement of vocabulary on post-test mean scores than those in pre-test with statistically significant difference at .05 level.

1.4.2 Students have retention about English vocabulary after learning through flashcards.

1.5 Significance of the Study

The results of this study will:

1.5.1 Increase appropriate flashcards to develop learners' proficiency in learning English vocabulary.

1.5.2 Improve learning procedure in an English classroom. Besides, it will enrich learners' satisfactions with learning English vocabulary through flashcards.

1.5.3 Be important data for teachers in schools to improve an effective teaching and learning process in the future.

1.6 Scope and Limitation of the Study

1.6.1 Population and Samples

1.6.1.1 The population of this study were Prathomsuksa 5 students, who took fundamental English (EN15102) course in the first semester of academic year

2017 at Satuk 5 school group (8 schools), Satuk District, Buriram Province under Buriram Primary Educational Service Area Office 4.

1.6.1.2 The samples in this study were 13 Prathomsuksa 5 students who took fundamental English (EN15102) course in the first semester of academic year 2017 at Bannongkrok School, Satuk District, Buriram Province under Buriram Primary Educational Service Area Office 4, selected by using simple random sampling by using school for the unit sample.

1.6.2 Variables

1.6.2.1 The independent variable of this study was lesson plans in teaching vocabulary constructed by the researcher.

1.6.2.2 The dependent variables were students' learning efficiency on vocabulary, students' satisfactions towards flashcards, and students' retention.

1.6.3 Contents of the Study

The topics of learning vocabulary based on the curriculum, were conducted by the researcher as follows: food and drink, weather and season, sickness, and Songkran day.

1.6.4 Duration of this Study

This study was conducted in the first semester of academic year 2017 for 19 periods described as follows: 1) 16 periods for learning through flashcards, 1 hour for each period; 2) 2 periods for orientation, and summary: one hour for pre-test to check their prior knowledge before learning through flashcards, and another one for an achievement test (post-test) to check their learning achievement, and 3) 1 period for retention check. The total duration of this study was 19 hours.

1.7 Definitions of Key Terms

1.7.1 Vocabulary refers to the words occurred in all seven topics to flashcards created by the researcher, related to teaching vocabulary for Prathomsuksa 5 students based on the four topics.

1.7.2 Vocabulary learning is English vocabulary learning of the students in spelling, telling meanings and employing vocabulary in sentences.

1.7.3 Pre-test is a 40 multiple-choice test that learners do before learning the lessons through flashcards in teaching vocabulary.

1.7.4 Post-test is the same multiple-choices test as pre-test, which learners do after learning vocabulary through flashcards.

1.7.5 Efficiency refers to percentage of learners' total mean score from the worksheet scores of flashcards (efficiency of the process) and the percentage of learners' total mean score from the achievement test or post-test (efficiency of the outcomes).

1.7.6 Criterion set 75/75 refers to the score employed to examine the efficiency of flashcards along these lines:

The first criterion set at 75 (efficiency of the process) is the percentage of students' total mean scores from the worksheet scores of flashcards.

The second criterion set at 75 (efficiency of the outcomes) is percentage of students' total mean scores from the achievement test (Post-test).

1.7.7 Satisfaction is the emotion of the students that shows favorableness, desire, and happiness which students will expose towards studying via flashcards in teaching vocabulary of Prathomsuksa 5 students.

1.7.8 Retention refers to the students' capacity in remembering, storing, and retaining English vocabulary understanding they had studied two weeks after the end of the treatment by using achievement test created by the researcher.

1.7.9 Students refer to Prathomsuksa 5 students, who take fundamental English (EN15102) course in the first semester of academic year 2017 at Satuk 5 school group (8 schools), Satuk District, Buriram Province under Buriram Primary Educational Service Area Office 4.

1.7.10 LAS stands for Local Assessment System. It refers to a basic assessment of basic education. District level for students in Prathomsuksa 2 and 5 (grades 2 and 5) of every school in the study area, all 8 groups of subjects are Social Studies, Mathematics, English, Thai, Science, Health Education and Physical Education, Arts and Technology Career. Examination to assess the quality of education affect the quality of school education.

1.7.11 Prathomsuksa 5 refers to grade 5 level in educational system.

1.8 Summary of the Chapter

In this chapter, the researcher has set a statement of the problem. This is followed by purposes of the study, research questions, and research hypotheses. Then, significance of the study, scope and limitation of the study, and definitions of key terms were offered. To accomplish the purposes of the study, the literature review is offered in the next chapter.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the previous literature and works related to this study.

The documents and related issues are divided into seven parts as follows:

2.1 English Core Curriculum

2.2 Vocabulary

2.3 Vocabulary Learning Strategy

2.4 Teaching Vocabulary

2.5 Flashcards and Flashcards Construction

2.6 Retentions

2.7 The Efficiency

2.8 Satisfaction

2.9 Previous Studies

2.10 Summary of the chapter

2.1 English Core Curriculum

The Ministry of Education, Thailand (A.D.2008) is performed by the Ministry of Education, Thailand (2008) mentions that in the present global society, learning foreign languages is very important and essential to daily life, as foreign languages serve as an important tool for communication, education, seeking knowledge, livelihood and creating understanding of cultures and visions of the world community.

The foreign language constituting basic learning content that is prescribed for the entire basic education core curriculum is English, while for other foreign languages, e.g., French, German, Chinese, Japanese, Arabic, Pali and languages of neighboring countries, it is left to the discretion of educational institutions to prepare courses and provide learning management.

According to the learners' quality after they finished grade 6, students should be able to:

- 1) Act in compliance with the orders, requests and instructions that they have heard and read; accurately read aloud sentences, texts, tales and short verses by observing the principles of reading; choose/specify the sentences and text corresponding to the meanings of symbols or signs read; tell the main idea and answer questions after listening to and reading dialogues, simple tales and stories
- 2) Speak/write in an exchange in interpersonal communication; use orders and requests and give instructions; speak/write to express needs; ask for help; accept and refuse to give help in simple situations; speak and write to ask for and give data about themselves, friends, families and matters around them; speak/write to express their feelings about various matters and activities around them, as well as provide brief justifications.
- 3) Speak/write to give data about themselves, friends and the surrounding environment; draw pictures, plans, charts and tables to show the various data that they have heard and read; speak/write to show opinions about various matters around them.
- 4) Use words, tone of voice, gestures and manners politely and appropriately by observing social manners and culture of native speakers; give data about the festivals/important days/celebrations/lifestyles of native speakers; participate in

language and cultural activities in accordance with their interests.

5) Tell similarities/differences between the pronunciation of various kinds of sentences, use of punctuation marks and word order regarding structures of sentences in foreign languages and in Thai language; compare the similarities/differences between the festivals, celebrations and traditions of native speakers and those of Thais.

6) Search for and collect the terms related to other learning areas from learning sources and present them through speaking/writing.

7) Use languages to communicate various situations in the classroom and in school.

8) Use foreign languages in searching for and collecting various data.

9) Be skilful in using foreign languages (with emphasis on listening, speaking, reading and writing) to communicate about themselves, their families, schools, the environment, foods, beverages, free time and recreation, health and welfare, selling and buying, and climate with vocabulary of around 1,050-1,200 words (concrete and abstract words).

10) Use simple and compound sentences to communicate meanings in various contexts.

To reach the aims of the learners' quality, they should have enough knowledge about the vocabulary.

Strands and Learning Standards

Strand 1: Language for Communication

Standard F1.1: Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning.

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing.

Strand 2: Language and Culture

Standard F2.1: Appreciation of the relationship between language and culture of native speakers and capacity for use of language appropriate to occasions and places.

Standard F2.2: Appreciation of similarities and differences between language and culture of native and Thai speakers, and capacity for accurate and appropriate use of language.

Strand 3: Language and Relationship with other Learning Areas

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view.

Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in a school, community and society.

Standard F4.2: Usage of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community.

2.2 Vocabulary

2.2.1 The Conception of Vocabulary

In the precise study, it is believed the rule of vocabulary is essential to

present for students. In order that the opinion draft can be apparent. The theory explicates the diverse theory of vocabulary from diverse viewpoint.

Hiebert and Kamil (2005: 3) mention that vocabulary is the understanding the meaning of word. We utilize vocabulary to think, to convey thoughts, enthusiasm feeling and information to the people obviously. It is very basic in communication. Valuable words as a language has significant function in daily life in doing diverse contacts. In summary those words as a means of contact are very essential in communication procedure.

Benjamin and Crow (2009) state that learning English as a foreign language concerns with some characteristics of teaching learning procedure. One of those characteristics is vocabulary. It is unbelievable a person can convey his or her thoughts suitably without a wide language comprehension of vocabulary. A group or store of words that utilize in particular method is named vocabulary. Vocabulary is set the core for our capacity to communicate or to absorb new knowledge

From the definition above, it can be sum up that vocabulary is a catalog or a set of a word employed by groups of people or particular person and shortly explicated which connect the meaning and structure of word or sentence in four skill of speaking, reading, listening and writing. Vocabulary is the major element in learning language which can be employed to communicate with the other people.

2.2.2 The Importance of Vocabulary

An essential aspect in language teaching is vocabulary. It is believed to be the mainly significant feature since it can extend the students' intellectual improvement. The students have to recognize what words mean in learning a foreign language. To acquire the meaning of words, the students should study vocabulary.

Thornbury (2002: 13) mentions that lacking vocabulary nothing can be expressed. The majority development in language will be seen by learning more words. Nearly anything can be conveyed with words. The more vocabulary a person masters the more thoughts can be conveyed. In addition, it will be easier to comprehend other people's thoughts. To be able to speak, read, listen and write well, the mastery of vocabulary is completely required.

Daller, Milton, and Treffers-Daller (2007: 1) state that vocabulary is currently considered to just about all feature of language knowledge. It performs an essential function in the lives of every language users, because it is one of the main predictors of school operation, and victorious learning. The use of new vocabulary is key to relationship of numerous social and skilled functions.

2.2.3 Conception of Teaching Vocabulary

Vocabulary is the mainly significant thing in learning language. To be able to communicate successfully, the learners ought to have sufficient vocabulary on their comprehension. Vocabulary can be improved by diverse ways and methods, for example: word games, matching picture, guessing words, singing songs, etc.

McCarten (2007: 21) states that learning vocabulary is mostly about recall and students usually have to see, say, and write recently learned words time and again before they can be said to have learned them.

Tomlinson (2011) mentions that different ways can be utilized to present vocabulary including employing images, sounds, and different text types with which learners can categorize: stories, conversation, web pages, questionnaires, news, reports, etc. In each of the frameworks, the themes should diverge and involve learners at various levels. These must range from simple listen and repeat kind of

perform during organized perform to chances to exploit the vocabulary in meaningful, personalized methods.

There are two kinds of techniques which can be used in the teaching of vocabulary, that is planned vocabulary teaching and unplanned vocabulary teaching. Planned vocabulary teaching is a teaching technique where the teacher takes an item or a set of vocabulary items into the classroom which she/he has decided beforehand will be taught during the course of the lesson. Unplanned vocabulary teaching is the unprepared teaching of problem vocabulary things that come up lacking warning in the course of a lesson.

In conclusion, English teachers have to use the most suitable technique in teaching vocabulary to the students. The type of teaching technique which can compose the teaching learning procedure amusing, pleasurable, motivating, and challenging must be used into the teaching learning procedure.

2.3 Vocabulary Learning Strategy

2.3.1 Vocabulary Learning

Downing and Locke (2006: 16) state that English vocabulary are classified grammatically consistent with terminological traditionally. There are two classification of word classes or part of speech, as open class and close class. The open class involved as follows; adjective, noun, verb, and adverb then the close class contain as follows; preposition, article, and pronoun. Similarity with Thornbury (2002: 3) claims that English words classify to eight different word classes. They are noun, pronoun, verb, adverb, adjective, preposition, conjunction, and determiner.

Campillo (2017) mentions that vocabulary is certainly a very significant component within a language as the overpowering majority of meaning is approved lexically; consequently, something to be taken into consideration both in Second and Foreign Language Teaching though not the only one that carries meaning. There are definitely other components for example grammar, stress, rhythm, intonation, tone of voice, pauses, hesitations or silences, not to mention the use of non-vocal phenomena for instance kinetic and proxemic features. Learning a language cannot be reduced, of course, to only learning vocabulary, but it is also true that no matter how well the student studies grammar, no matter how effectively the sounds of L2 are mastered, without words to convey a wide range of meanings, communication in an L2 just cannot occur in any meaningful way (McCarthy. 1990: VIII). an opinion defended by many applied linguists, e.g. Allen (1983: 1), Wallace (1988: 9), Corder (Rossner & Bolitho. 1990: 113), Taylor (1990: 1), Willis (1990: 1-14) etc. However, despite the importance of this component, vocabulary is frequently the least systematized and the most abandoned of all the features of learning a second language, not only in EGP but in ESP also (Kennedy & Bolitho. 1984: 65). This lack of attention is not only characteristic of older grammatical syllabuses but of more current communicative methods. In contrast, the importance is rather placed on structures, (functions, notions and communicative strategies) (Dubin & Olshtain. 1986: 111- 112).

Campillo (2017) mentions that students need to be made aware of the importance of this component because we have detected that, as a whole, there is a tendency to concentrate on grammar, paying little attention to vocabulary. This can be done through the so-called (awareness) activities such as the one that follows. Two texts are produced from an English passage, one containing all the content

words (text A) and the other all the structure words (text B). Half of the class is given A and the other half, B; and they are all asked to infer what the original text is about. It is obvious that those having the content words can make at least some guesses whereas the others do not have a clue as to what the passage deals with.

However, the researcher limits her explanation only in open classes which are separated into four groups, namely: nouns, verbs, adjective, and adverb, while this research only limits in using noun and verb:

1) Noun

According to Ruth (2005: 8), noun is the name of something, a thing or a person, or a place, or even a feeling or a state of mind. Noun can be divided into four kinds of nouns, as follows: Wiley and Inc (2007) state that a common noun names any person, place, or thing. Examples are basketball, video, and coach. A proper noun names a particular person, place, or thing and begins with a capital letter. Examples are Winston Churchill and Chicago. According to Huddleston and Pullum (2005), noun category includes words denoting all kinds of physical objects and substances. Noun: a grammatically distinct category of words which includes those denoting all kinds of physical objects, such as persons, animals and inanimate objects.

2) Verb

Verb expresses convey action, events, process activities, etc. De Capua (2008: 121) states verb explain about expresses what the subject does or describes something about the state or condition of the subject. Verb is very important; it caused by there is no way to have a sentence without them. There are many kinds of verbs, such as: Transitive verb is a verb that followed by object.

For example: make, offer, owe, phone and send. Intransitive verb is a verb that does not need to be followed by objects it has the pattern (noun + verb).

For example: She *loves* animals. Auxiliary verb is a verb that helps another verb or the principle verb to express action or condition or state being. For example: is, am, are, do, does, have. According to Eastwood (2002), verbs have the following forms: a base form (e.g. look), an s-form (looks), a past form (looked), an ing-form (looking) and a past/passive participle (looked).

3) Adjective

Huddleston and Pullum (2005; cited in Sudana. 2013) state that adjective typically denote properties of object, person, places, etc. An Adjective can be divided into three types based on their meaning they are: Physical qualities of color or shape. For example: tall, short, old, young, fat, thin, etc. Psychological qualities of emotion; for example: fear, angry, sad, happy, etc. Evaluating qualities; for example: good, bad, excellent, lucky, etc.

4) Adverb

Altenberg and Vago (2010; cited in Sudana. 2013) state that adverb provide extra information about the action in a sentence, adjective and about other adverb. There are some types of adverb as follows: adverb of manner, adverb of place, adverb of direction, adverb of time, adverb of duration, adverb of frequency, adverb of degree. According to McCarthy (2008), adverbs are used to give us more information and are used to modify verbs, clauses and other adverbs.

2.3.2 Vocabulary Learning Strategy

Schmitt (1997) states two dimensions of L2 vocabulary learning strategies. They are discovery strategies: Strategies that are utilized by learners to

discover learning of words, and consolidation strategies a word is consolidated once it has been encountered. He categorized vocabulary learning strategies into five sets as follows:

2.3.2.1 Determination strategies: they are individual learning strategies.

2.3.2.2 Social strategies: they are students study new words through interaction with others.

2.3.2.3 Memory strategies: they are strategies, whereby students link their learning of new words to mental processing by associating their existing or background knowledge with the new words.

2.3.2.4 Cognitive strategies: they are strategies that do not involve learners in mental processing but is more mechanical means.

2.3.2.5 Metacognitive Strategies: they are strategies related to processes involved in monitoring, decision-making, and evaluation of one's development.

In summary, learning vocabulary is an extremely essential aspect in a language as the great majority of meaning is carried lexically; and something to be taken into concern both in Second and Foreign Language Teaching although not the only one that conveys meaning.

2.4 Teaching Vocabulary

According to Nation and Newton (1997), there are two ways that vocabulary can be taught: 1) through fluency activities, and 2) through richness activities.

Fluency activities have certain characteristics: 1) they may involve processing quite a lot of languages; 2) they make limited demands on the language users; that is, they

involve material that does not contain much unfamiliar language or many unfamiliar ideas; 3) they involve rehearsal of the task through preparation, planning or repetition; and (4) they involve some encouragement for the learner to reach a high rate of performance which requires that the activities reach a high level of automaticity. Richness activities aim to increase the number of association to a word can be of two types: Those that establish paradigmatic relationship, and those that establish syntagmatic relationships. Paradigmatic relationships are those that associate a word with others of related meaning. Syntagmatic relationships are those that associate a word with other words that can typically precede or follow it. For example, the word 'fuel' can be preceded or followed by words like cost (as in the cost of fuel), and alternative (in alternative fuels). Activities that can be used to develop these relationships include the following: 1) collocation, 2) semantic mapping, and 3) dictation and related activities.

The vocabulary growth is considerably worse for disadvantaged students than it is for advantaged students. Whether a child is near the bottom or the top of that range depends upon their literacy skills coming into the first grade (White, Graves & Slater. 1990). The large number of students have insufficient knowledge of vocabulary; some lack knowledge of words' meanings, while some can define the meanings of the words and think that they already know the words, but they cannot apply them in different contexts for communication outside the classroom.

Similarly, Gairns and Redman (1986: 73-75) suggest the following types of vocabulary presentation techniques.

1) Visual techniques; these pertain to visual memory, which is considered very helpful with vocabulary retention. Learners remember better by means of visual aids. Visual technique lends them well to presenting concrete items of vocabulary

nouns; many are also helpful in conveying meanings of verbs and adjectives. They help students associate and incorporate it into their system of language values.

2) Verbal explanation; this pertains to the use of illustrated situations and categories. The researcher uses flashcards to convey words' meanings to students.

3) Use of dictionaries; using a dictionary is another technique of finding out meanings of unfamiliar words and expressions.

Vocabulary teaching has long been a neglected area in an English language classroom in Thailand. The traditional way of learning word meaning by consulting a dictionary is not effective enough for Thai students (Srakaew, 2006:).

Teachers need to help learners to recognize the need to negotiate for the meaning of what is heard or read. Also, learners need to know how and when to interrupt and to be able to ask questions to help understanding. Furthermore, teachers need to help learners to become more independent from the teacher and to become more active learners, thinking for themselves, and helping and learning from other learners. This is useful in situations where is no teacher available. Teachers should have certain learning purposes for the learners to reach the goals of learning.

Saengchai (1990: 118-120) suggests strategies for teaching vocabulary as follows:

1) Students should be taught to pronounce vocabulary correctly because spelling sometimes does not suggest a correct pronunciation of the word.

2) Students need to know meanings of words that sometimes differ by means of cultures.

2.5 Flashcards

2.5.1 Definition of Flashcard

Insaniyah (2003: 19) states that flashcards are the cards on which words and pictures with painted or drawn.

Suyanto (2008: 109) indicates flashcards are the cards that usually use thin paper and stiff. They show pictures or words. They include of group with kind or classes.

Edwards (2006: 98) states that flashcards are powerful memory implement write questions on one side of the cards and the answer on the other side.

Dolch (2011) states that flashcards might be easy to use by showing to the learners at the suitable situation. Teachers may find some more activities so as to attract the learners.

Scientific research has demonstrated that using flashcards is the best way to accomplish the task of vocabulary learning. The use of flashcards was proposed by the Maharakham University 13 German science popularizer Sebastian Leitner in the 1970s. In his method, known as the Leitner system, flashcards are sorted into groups according to how well you know each one. This is how it works: you try to recall the solution written on a flashcard. If you succeed, you send the card to the next group. But if you fail, you send it back to the first group. Each succeeding group has a longer period of time before you are required to revisit the cards (Wikipedia. 2017). Leitner noted that flashcards were a great way to learn new information, but he wanted to make the process even easier. His research indicated that a great deal of time was being wasted in going over material that was already learned. Many researchers (e.g., Heron, et al. 1983; Maheady & Sainato. 1985; Olenick & Pear.

1980; Young. et al. 1983) have claimed the flashcards as an easy and effective way for teaching different skills for example letter name, sounds, new vocabulary, significant dates in the history, and expressions to learners.

Flashcard drill techniques are naturally used to teach children to read words accurately and quickly, especially if drills are timed. An even more compelling finding is that traditional flashcard drill procedures are more efficient for helping children read and spell words that are unknown to them in contrast to other flashcard techniques. Simultaneous verbal prompting may be used within a traditional drill flashcard technique to help children develop oral reading fluency skills. Moreover, a benefit of learning with flashcards is that it can solve problems with list learning. It is because flashcard learning is dynamic as we can change the order of the learning by shuffling the flashcards. It can get rid of the 'order effect' and the 'alphabet order effect', so that we can easily learn receptively or productively.

We do this by choosing whether to look at the foreign word side and trying to recall the mother tongue word as receptively or by looking at the mother tongue side and trying to recall the foreign word as productively (Nation, 2001: 196-7). It is a motor-manual activity which reinforces learning. This type of learning forces retrieval and each word receives only the amount of attention it needs. The type of definition is flexible (pictures, translation, definition etc.) and learner can see what has been learned easily and thus she can set learning targets and measure the learning easily.

Based on many definitions above about flashcards; the researcher can conclude that a flashcard is part of a set of cards on which are written items to be studied. They are "flashed" (shown quickly) one by one to a learner to elicit a quick response. Flash card is a sort of card which had been developed for the purpose of

storing the information. The information which is of greater importance can be easily stored on the flash card as its primary purpose is to store the information for the people.

Vocabulary flashcards are great tools for studying. They can be fun, colorful, and creative ways to aid in memory and retention of vocabulary words. The key to using flash cards is to look at the word or definition on one side, and test yourself to see if you can remember the answer written on the other. Based on the explanation above, the researcher conclude that the flash card is suitable to use in teaching learning process in improving the students in vocabulary in English word, especially in students in Junior High School student's level.

2.5.2 The Procedure of Using Flashcards

In addition, Marina. (2017) explains how to use flashcards in the learning classes as follows.

1) Flash. Make sure flashcards are watching. When you flash a card in front of students very quickly, they have to pay attention. Display the card, and they have to name what's on it. Slowly speed it up, and begin adding other cards.

2) Pairing. Choose the quantity of the cards depending on the abilities or age of learners. For example: 6 pairs of 2 cards with the similar image (12 cards) place on the floor facing up. You can line them up in rows of 3 or 4. Have the learners look at the card for approximately 20 seconds (depending on the age), and remember the places of the cards. Next, learners take turns to flip the cards in pairs. The learner who flips all the pairs first (takes minimum time) wins.

3) Find the Card. Take approximately 20 cards with lately studied vocabulary (images). Place them around the classroom. Have a learner name a card he or she sees. The other learners have to discover the card. The learner with most

cards at the end wins.

4) Match with Word. Like the prior game. Learners ought to match card images with cards where the words are written at this time.

5) Drill. Divide learners into two groups. You can select to drill vocabulary of phrases learners have just studied. Such as a girl picture. Learner who is first in line inquires: "What is Betty wearing?" Student behind replies: "Betty is wearing a red dress, a blue jacket, and brown shoes", then turns back and asks the similar question to the learner behind. The team that finishes first, wins. This can differ depending on the focus of lesson.

6) Guess the Word. Divide learners into teams. One learner of each team can see the card. He or she have to describe to the others what the word is. The team that predicted most words, wins.

7) Guess the Word 2. One learner of each team sees the card. The others of the learners are asking questions to guess it.

As mentioned above, all experts had recommended the teaching methods with flashcards by many teaching techniques to receive the proper vocabulary learning. The use of flashcards to improve vocabulary learning of Prathomsuksa 5 students in this study, the teaching activities with flashcards are derived from all of the above experts' recommendations.

2.5.3 Construction of Flashcards

Here are ways to make picture flashcards (Speechteach.co. 21 April 2017):

2.5.3.1 Cut out pictures from old catalogues, magazines, or old children's books.

2.5.3.2 Draw simple pictures, maybe your child could help you draw some or color in the ones you have drawn.

2.5.3.3 Use your computer to create picture cards as follows:

- 1) In your word processing or publishing package
- 2) Create a text box
- 3) Add border
- 4) Put a picture box inside
- 5) Copy and paste these several times
- 6) Add different pictures to each picture box
- 7) Print out and cut out your picture cards
- 8) Create new picture cards by changing the pictures

2.5.3.4 Use the clipart section of this site. I have set up the clipart so it can be printed out straight from the browser and be cut up to make picture flashcards.

Based on the information above flashcards are so useful to support the learners achieve in English vocabulary learning process. They can see a picture that appropriate with the topic so they are easier to obtain the explanation from teacher. Beside that flashcards can motivate students in learning.

2.6 Retention

There are 3 words concerning with the word “retention”; short-term memory, long-term memory, and retention. Each word is elaborated as the followings. Short-term memory.

According to Wikipedia (2017), memory is not a perfect processor, and is affected by various issues. The manner data is stored, encoded, and retrieved can all

be dishonored. The quantity of attention given new stimuli can diminish the quantity of data that turn into encoded for storage (Eysenck. 2012). The storage procedure can turn out to be corrupted by physical damage to areas of the brain that are consisted with retention storage. Lastly, the retrieval of information from long-term memory can be disordered because of decay in long-term memory (Eysenck. 2012).

2.6.1 Short-term memory

Short-term memory allows one to recall something from several seconds to as long as a minute without rehearsal. Its capacity is also very limited: Miller (1956) has conducted experiments showing that the store of short term memory was 7 ± 2 items. He found that the amount of information which can be remembered on one exposure is between five and nine items, depending on the information. Modern estimates of the capacity of short-term memory are lower, typically on the order of 4-5 items, and we know that memory capacity can be increased through a process called chunking.

Miller himself stated that his magic number was for items with one aspect. His work is based on subjects listening to a number of auditory tones that varied only in pitch. Each tone was presented separately, and the subject was asked to identify each tone related to the others she had already heard, by assigning it a number. After about five or six tones, subjects began to get confused, and their capacity for making further tone judgments broke down. He found this to be true of a number of other tasks. But if more aspects are included, then we can remember more, depending upon our familiarity and the complexity of the subject (in Miller's research, there was only one aspect -- the tone). For example, we can remember way more

human faces as there are a number of aspects, such as hair color, hair style, shape of face, facial hair, etc.

Short-term memory is believed to rely mostly on an acoustic code for storing information, and to a lesser extent a visual code. Conrad (1964) found that test subjects had more difficulty recalling collections of words that were acoustically similar (e.g. dog, hog, fog, bog, log). However, some individuals have been reported to be able to remember large amounts of information, quickly, and be able to recall that information in seconds.

2.6.2 Long-term memory

The Wikipedia (Long-Term Memory. 2017) mentions that the storage in sensory memory and short-term memory generally have a strictly limited capacity and duration, which means that information is available for a certain period of time, but is not retained indefinitely. By contrast, long-term memory can store much larger quantities of information for potentially unlimited duration (sometimes a whole life span). For example, given a random seven-digit number, we may remember it for only a few seconds before forgetting, suggesting it was stored in our short-term memory.

On the other hand, we can remember telephone numbers for many years through repetition; this information is said to be stored in long-term memory. While short term memory encodes information acoustically, long-term memory encodes it semantically. Baddeley (1966) has discovered that after 20 minutes, test subjects had the least difficulty recalling a collection of words that had similar meanings (e.g. big, large, great, huge).

Moreover, the Wikipedia (Long-Term Memory. 2017) states that the brain does not store memories in one unified structure, as might be seen in a computer's hard disk drive. Instead, different types of memory are stored in different regions of the brain. Long-term memory (LTM) is typically divided up into two major headings: declarative memory and implicit memory (or procedural memory). Everyday experience of memory problems is the problem of failed recall, forgetting. The tip-of-the-tongue phenomenon is particularly frustrating because the person trying to remember feels that the memory is available. Failing to remember something in the situation in which it would have been useful leads to regret.

2.7 The Efficiency

Instructional materials are tried out with the samples of students. Most of instructional materials are analyzed to detect the efficiency by considering from the percentage of exercise, learning procedure, or sub-test as follows (Kitrakarn. 2001):

Two numeric significances for example $E_1/E_2 = 80/80$, $E_1/E_2 = 85/85$, $E_1/E_2 = 90/90$, etc.

The criterion of calculating for the efficiency, for example $E_1/E_2 = 80/80$, has meaning as follows:

Standard criterion 80/80, first standard criterion 80 (efficiency of the process), is percentage of students' total mean score from the exercises scores of instructional materials. Second standard criterion 80 (efficiency of the outcomes), is the percentage of students' total mean score from the achievement test (post-test). The statistical formulas are as follows (Kitrakarn. 2001 : 44-49).

$$E_1 = \frac{\sum X}{N} \times 100$$

E_1 = Efficiency of the Process

$\sum X$ = The Total Mean Score of Exercises that the Samples got.

N = Number of Samples

A = Total Mean Score of the Exercises in the Lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

E_2 = Efficiency of the Outcomes

$\sum F$ = The Total Score of Samples who Pass the Post-test

N = Number of Samples

B = Total Score of the Post-test in the Lessons

Standard criterion to detect the efficiency of instructional materials should be 75/75, 80/80, 85/85, or 90/90, based on the content and features of subject. Normally, we identify standard criterion 75/75 for the subjects related to skill or mind-set, and 80/80, 85/85, or 90/90 for the subject related to cognition. The level of mistake is accepted at 2.5 percents.

2.8 Satisfaction

Many instructors state the satisfaction as follows:

Saengchai (1990 : 11) indicates that satisfaction of performance is feeling that performers have attitude toward performance. This feeling will motivate them to love to work on their duty. They want to do, and find out the effective performance process. It leads them to effective performance, which achieves an organization purpose.

Chanpreecharat (2000 : 52) claims that satisfaction is person's feeling toward positive performance such as favor, love, satisfy, and good attitude to work which occur from need response.

Khinna (2003 : 29) states that satisfaction to performance is the performers' thinking or attitude toward their performance. It concludes process, components, and factors of work. If it is positive, it provides good satisfaction toward performance. They will devote labour, spirit, money and wisdom to work a lot. In contrast, if it is negative, it provides bad satisfaction which leads them to a lack of enthusiasm and bad performance. Satisfaction of performance are supported by administrator to motivate the performers perform with happiness and achieve the performance efficiency based on the purposes of the organization.

Wu, Tennyson, and Hsia (2010) describe satisfaction as the figure of student emotion and opinion that outcomes from total all the advantages that a student expects to obtain from blended learning surroundings method.

Ke and Kwak (2013) identify five factors of student satisfaction: learner relevance, active learning, authentic learning, learner independence, and technology capability.

Kuo et al. (2013) conclude that learner-instructor interaction and learner-content interaction merged with technology effectiveness are suitable pointers of students' positive awareness.

In summary, satisfaction is one's feeling toward something which occurs in mind and affects the behaviour.

2.9 Previous Studies

Many previous studies on flashcards have been conducted by both Thai and foreign researchers. These studies are reviewed and presented as follows:

Tassana-ngam (1994) conducted the research to investigate the effect of using the vocabulary - card - box technique to help less-able-learners retain the vocabulary taught in class and to examine the attitudes of those learners towards the use of this technique. This research study showed that the subjects could retain the vocabulary taught in class to a certain extent. This was evidenced by the significant differences between the first gap-filling-exercise and the combined results of the second and the third gap-filling exercises which reached the level of significance at 0.05 while the t-table was 1.833. Furthermore, the students had positive attitudes towards the use of the technique. They also felt that the technique was beneficial, helpful, and practical, not only for retaining the vocabulary taught in class, but also to promote learners' independent learning as well.

Srakaew (2006) conducted the research to investigate the effectiveness of the application of pictorial technique together with the communicative language teaching approach in an English vocabulary classroom. This research study revealed that the use of pictorial tasks with the CLT approach dramatically improves students' attitude

toward English language learning. Students willingly participated in the activities and were happy to study in the classroom. Consequently, the students mostly acquired the words taught. They could use them correctly in different contexts.

Chanthiam (2009) indicated the research to improve vocabulary. The study revealed that the use of picture book technique was effective in improving the low-proficiency students' vocabulary understanding skills at the .05 level of significance. Not only did the designed model help the students improve the quality of their vocabulary learning, but it also contributed to their retention of the vocabulary in their actual learning activities.

Saengsiripaisarn (2010) conducted the research to investigate four flashcard lesson plans had appropriate efficacy, the learners could recall majority of the required vocabulary in every learning period. The results revealed that the learners gain the post-score higher than the pre-score after using flashcard at the .05 level of significance. In conclusion, the flashcard drill technique in required vocabulary learning had improved learners' knowledge.

Stager (2010) conducted the research to investigate the effects of using flashcards to develop automaticity (rapid word recognition) with key vocabulary words and phrases in order to improve fluency and reading comprehension. The sample consisted of Eighty-seven students without learning disabilities and six students with learning disabilities. The results showed that an emphasis on the development of automaticity (rapid word recognition), within the context of the curriculum was benefits all students of foreign language study. The findings indicated that students with learning disabilities were able to achieve comprehension rates comparable to students without learning disabilities as a result of the intervention.

Marpaung (2012) indicates the research to apply the flashcard to improve Students' vocabulary skill. The subject of the study was VII-4 student of SMA Prayatna Medan, which consisted of 30 students. The conclusion was the application of flashcard can improve students' achievement in vocabulary. In addition, it showed that students were enthusiastic and interested in learning vocabulary during teaching

Watcharapichitchai (2012) compared the achievement and retention in learning vocabulary words by game and flashcard techniques of the fifth graders. The results showed that before both groups of students participated in learning English vocabulary words by game and flashcard techniques, there was no significant difference in their learning achievement. Both groups of students showed the same scores in the pretest and posttest. Besides, the retention of learning English vocabulary words by game and flashcard techniques did not have significantly difference.

Sudana (2013) studied students "ability in learning vocabulary of the fifth-grade students of SD N 2 Petulu in academic year 2012-2013. He found that teaching vocabulary through flashcards improve the vocabulary of the fifth-grade students of SD N 2 Petulu. In addition, the result comparative percentage figures clearly showed the subject attitudes and motivation in learning vocabulary changed positively.

Sitorus and Siregar (2014) consider the study to investigate whether the using of flashcard can improve students' vocabulary achievement. They found the students were more active and more enthusiastic during the teaching learning process. It was concluded that teaching vocabulary by using flashcards can improve the students' vocabulary achievement.

From the previous studies, there are many methods were used in learning English vocabulary. They are the vocabulary - card - box technique, pictorial technique, picture book technique, game and flashcard. However, flashcard was used more than other techniques.

In summary, the flashcards were used in many previous studies. They are suitable for resolving English learning problem. Teaching vocabulary by using flashcards can improve the students' vocabulary achievement. Flashcards improve students' attitude toward English language learning. They are beneficial, helpful, and practical for retaining the vocabulary in their actual learning activities for students. They are more active, enthusiastic and happy during the teaching learning process. When they satisfy with the flashcards, they accomplish in learning. Therefore, the researcher should construct the proper flashcards, and find out the quality before using with the target group.

2.10 Summary of the Chapter

This chapter has presented the information of English Core Curriculum, vocabulary learning, teaching vocabulary, flashcards, retentions, satisfaction and previous studies. From the literature review, there are amount of studies for flashcards. The next chapter, Chapter Three, discusses research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter shows the research methodology used in this study. It describes the population and target group, the research instruments, research design, the construction of research instruments, the data collection, the data analyses, and the statistical used in data analyses.

3.1 Population and Samples

3.1.1 The population of this study were Prathomsuksa 5 students, who took fundamental English (EN15102) course in the second semester of academic year 2017 at Satuk 5 school group (8 schools), Satuk District, Buriram Province under Buriram Primary Educational Service Area Office 4.

3.1.2 The samples in this study were 13 Prathomsuksa 5 students who took fundamental English (EN15102) course in the second semester of academic year 2017 at Bannongkrok School, Satuk District, Buriram Province under Buriram Primary Educational Service Area Office 4, selected by using simple random sampling by using school for cluster random sampling.

3.2 Research Instruments

The instruments used in this study are:

3.2.1 Flashcards in teaching vocabulary for Prathomsuksa 5 students produced by the researcher there were 60 flashcards based on the four topics.

3.2.2 Lesson Plans by using flashcards for Prathomsuksa 5 students conducted by the researcher. There were 4 lesson plans including 16 hours.

3.2.3 Achievement Tests (pre-test and post-test). Pre-test was conducted to determine students' mastery of vocabulary and post-test was given after each session had been completed. The test consisted of 40 items in form of multiple choice tests selected from the best items in each lesson as shown in appendix E-F. In this case, the correct answer got 1 (one) point for each item and incorrect answer got 0 (zero) point for each item.

3.2.4 The Satisfaction Questionnaire was used to measure the changing degrees of the students' learning behavior, motivation and attitudes after they were taught through flashcards. The questionnaires consisted of 10 items in form of checklist. The questionnaires were written in Thai language (students' mother tongue) to help students understand easily.

3.3 Research Design

Table 3.1

The research design is one group pre-test - post-test design. (Sai-yot. 1995 : 248-249)

Group	Pre-test	Treatment	Post-test
Experimental	T ₁	X	T ₂

The symbols were used in the research design as follows:

T₁ means pre-test before the experiment

X means experimental treatment by using flashcards

T₂ means post-test after the experiment

3.4 The Construction of Research Instruments

The processes of instruments construction and the determination of the instruments efficiency were as follows:

3.4.1 Flashcards

The researcher constructed the flashcards in teaching vocabulary for Prathomsuksa 5 students as defined in the following stages:

3.4.1.1 The researcher surveyed the problems while learning and teaching English. As the outcome of the LAS test in English for Prathomsuksa 5 students; the testing mean scores were rather low. The researcher had checked the problems by reviewing the examination, test result and interviewing students and found that nearly all students confronted the problems on vocabulary.

3.4.1.2 The researcher reviewed the Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and English Core Curriculum.

3.4.1.3 The researcher reviewed principles, theories, and procedures of flashcards.

3.4.1.4 The researcher chose the appropriate contents and designed flashcards based on Basic Education Core Curriculum B.E. 2551 (A.D. 2008) and English Core Curriculum.

3.4.1.5 The researcher constructed the suitable 60 flashcards: 15 flashcards for each lesson plan:

3.4.1.6 The flashcards were checked by advisors about content validity. The researcher selected the flashcards based on the advisors' recommendations.

3.4.1.7 The researcher searched the vocabulary that were appropriate to the level and need of the students from New Express English 5 book. The researcher

chose, edited and named the vocabulary into 4 sub-topics based on the 16 basic themes of the Council of Europe and 16 themes of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008). The topics of the vocabulary as in the following:

Table 3.2 The flashcards Analysed Based on the Basic Education Core Curriculum B.E. 2551 (A.D. 2008).

No	Themes of the Council of Europe	Themes of the Basic Education Core Curriculum B.E. 2551 (A.D. 2008)	Vocabulary contents analyzed for Fundamental English course (E15102)
1	Personal Identification	Myself	-
2	House and Home	Family	-
3	Life and Home	School	-
4	Education and Future Career	Education & Future Career	-
5	Free Time and Entertainment	Free time	Songkran day
6	Travel	Travel	-
7	Relation with Other People	Interpersonal Relation	-
8	Health and Welfare	Health & Welfare	Sickness
9	Shopping	Selling and Buying	-
10	Food and Drink	Food & Drinks	Food and drink
11	Services	Services	-
12	Places	Places	-
13	Foreign Languages	Environment	-
14	Weather	Weather	Weather and season
15	-	Languages	-
16	-	Science and technology	-

3.4.1.8 The flashcards were then examined by 3 experts about content validity by employing Likert's rating scale as follows (Srisa-ard. 2002 : 102):

5 marks for the most appropriate

4 marks for more appropriate

3 marks for average appropriate

2 marks for less appropriate

1 mark for the least appropriate

The experts were as follows:

1. Miss Panyaporn Pandee, the teacher at Banbuttawong School.
2. Mrs Khwannapa Namkaew, the English teacher at Thantongpittayakom school.
3. Mrs Philaiwan Suengsen, the English teacher at Maungkaepittayakom school.

3.4.1.9 The researcher examined the scores from the experts to compare with the criteria (Srisa-ard. 2002 : 103) as in the following:

Meaning		Opinion Level
4.51 - 5.00	means	It is the most appropriate.
3.51 - 4.50	means	It is more appropriate.
2.51 - 3.50	means	It is average appropriate.
1.51 - 2.50	means	It is less appropriate.
1.00 - 1.50	means	It is the least appropriate.

Suitable score at 3.50 and over were considered that the flashcards could be used.

3.4.1.10 The researcher developed flashcards based on the experts' recommendations and offered them to the experts again.

3.4.1.11 The flashcards were tried out with Prathomsuksa 5 students in academic year 2016 at Bannongkrok School who were not the target group to examine the reliability, and the researcher improved them before employing them with the target group.

To estimate the efficiency of the flashcards in learning vocabulary, there were three stages of performance. The three stages of the pre-trials were as follows (Promwong, 1978):

1) The Individual Trial (1 : 1)

The flashcards in learning vocabulary were employed with 3 different proficiency level students, that was 1 high proficiency student; 1 moderate proficiency student and 1 low proficiency student who were not the target group in the study. The criteria of discrimination to distribute the students into diverse levels of English learning achievement were as follows: 1) the students who had got grade 4 in English in Prathomsuksa 5 in the academic year 2017 were high proficient students, the students who had got grade 2 or 3 were moderate proficient students, and the students who had got grade 1 were low proficient students; and 2) the three students, who were not samples, were assigned to perform a pre-test, and they were learning vocabulary by exploiting flashcards for 16 hours. While the students were studying through the flashcards in learning vocabulary, they were entreated to do the exercises. Later, they were entreated to do a post-test and provided some ideas about flashcards in learning vocabulary. The scores which the students received from the exercises and the post-test were calculated to discover the efficiency of process and the

efficiency of the outcomes respectively. Then the researcher developed the flashcards based on the students' criticisms.

2) The Small Group Trial (1 : 10)

The nine students (who were not samples) who took part in this step were 3 high proficient, 3 moderate proficient, and 3 low proficient students. Before learning vocabulary through flashcards for 16 hours, they were requested to do a pre-test for an hour. While the students were learning through flashcards, they were doing the exercises. Then they were requested to do a post-test and provided some comments for an hour. In this stage, the efficiency of the procedure and the procedure of the results were examined from the students' exercises and the post-test respectively. Then the researcher developed the flashcards based on the students' criticisms.

3) The Field Trial (1 : 100)

In this stage, there were 14 students (who were not samples) with three diverse proficiency levels of English achievement participate the trial. They did pre-test for an hour. Then they learned via flashcards for 16 hours, they did the exercises while learning through flashcards. Next, they did the post-test. The scores of the exercises in the flashcards in learning vocabulary, and the post-test scores from the field trial were decided to examine the efficiency of the flashcards based on 75/75 standard level (Promwong. 1978).

The result of the field trial revealed that the efficiency index of lesson plans of flashcards was 76.84/75.13 which met the specific criteria.

To develop this study, the assessment of efficiency of the flashcards in learning vocabulary was implemented as revealed in the following figure.

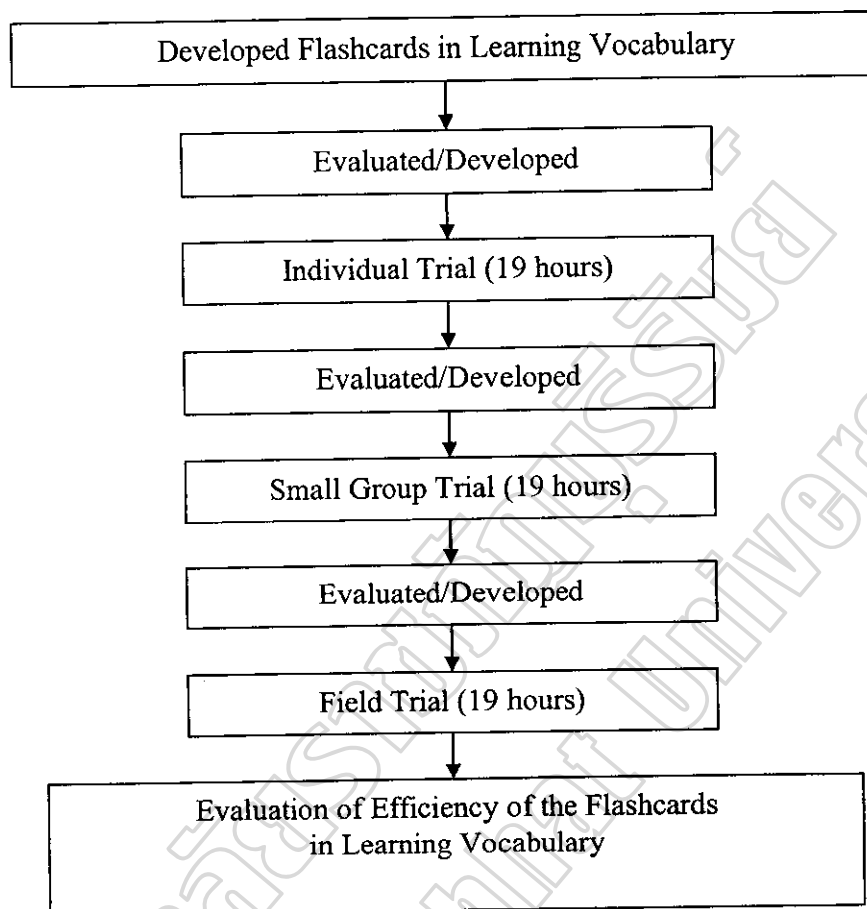


Figure 3.1 Steps of Trying out Flashcards

Source: Suwanbenjakul (2002 : 52).

3.4.1.12 The researcher produced the complete Lesson Plans of flashcards to use with the samples (See Appendix D).

3.4.2 Lesson Plans

The researcher created the lesson plans of flashcards for Prathomsuksa 5 students in the following steps:

3.4.2.1 The researcher studied the Basic Education Core Curriculum B.E.2551 (A.D.2008) and associated vocabulary learning technique to improve vocabulary skill.

3.4.2.2 The researcher revised literature review on how to conduct the lesson plan.

3.4.2.3 The researcher created 4 lesson plans. The researcher examined correlation between the topic and learning strands and indicators.

3.4.2.4 Three language experts were consulted about content validity quality by using IOC formula (Index of Item -Objectives Congruence) and gave some comments as follows (Phattiyathanee. 2003: 219):

+1 = When it was sure that items of the lesson plans were coincident with objectives.

0 = When it was not sure that items of the lesson plans were coincident with objectives.

-1 = When it was sure that items of the lesson plans were not coincident with objectives.

3.4.2.5 The lesson plans were tried out with Prathomsuksa 5 students to find out the validity and reliability, and the researcher revised them before using with the target group. To appraise the effectiveness of the lesson plans, there were three steps of performance:

- 1) The individual trial
- 2) The small group trial
- 3) The field trial

3.4.2.6 The researcher constructed the complete lesson plans for Prathomsuksa 5 students which exploited with flashcards in second semester of academic year 2017 at Bannongkrok School.

3.4.3 Achievement Tests

The pre-test and the post-test were achievement test which comprised 40 multiple choice questions and it also was used to examine students' retention in vocabulary learning. The process of the test construction was as follows:

3.4.3.1 The researcher considered an English subject syllabus for Prathomsuksa 5 level.

3.4.3.2 The researcher revised literature review on how to conduct the achievement test.

3.4.3.3 The researcher conducted the achievement test that comprises 60 multiple choice questions with four alternatives.

3.4.3.4 The items of the test were edited and revised by the advisors before proposing to the experts to examine the content and construct validity by using IOC formula as follows (Phattiyathanee, 2003 : 219):

+1 = When it was sure that items of the test were coincident with objectives.

0 = When it was not sure that items of the test were coincident with objectives.

-1 = When it was sure that items of the test were not coincident with objectives.

3.4.3.5 The researcher calculated IOC formula, and chose the questions which had the IOC index at level 0.5-1.00 to be a test (See Appendix E). The items which didn't have the IOC index at level 0.5-1 were deleted.

3.4.3.6 The revised test was tried out with 16 students in

Prathomsuksa 6 Bannongkrok School to check the level of difficulty of test item (p) and the discrimination power (B) by Brennan method. The test items with value of level of difficulty between 0.20 to 0.80 and the discrimination power at 0.20 to 1.0 were selected (Srisa-ard. 2002 : 82-83). It indicated the level of difficulty (p) was at 0.28-0.78, and the discrimination power (B) was at 0.29-0.75 (See Appendix F).

3.4.3.7 The researcher chose the approved 40 test items as an achievement test.

3.4.3.8 The test scores were calculated to check reliability using the the Lovett's method (Rcc). The software programmed was used to calculate the data, the reliability of the test was accepted at ≥ 0.7 (Srisa-ard. 2002 : 96). It indicated the reliability of the test was at 0.88.

3.4.3.9 The researcher prepared an achievement test for the samples to check students' learning achievement and retention in vocabulary learning.

3.4.4 Satisfaction Questionnaire

The questionnaire was the five-point Likert's rating scales concerning satisfaction of students towards the learning. The questionnaire was created and developed as follows:

3.4.4.1 The researcher appraised the literature on satisfaction and conducted the satisfaction questionnaire process by employing Likert's method.

3.4.4.2 The researcher settled the statements concerning vocabulary learning via flashcards into a list and proposed them to the advisors.

3.4.4.3 The thesis advisors were consulted to check the congruence between the questionnaire items. Then the questionnaire was tested and improved to

make it more comprehensive, reliable and valid for collecting data. There were five scales as below (Srisa-ard. 2002 : 102):

Strongly Agree	is given	5 scores
Agree	is given	4 scores
Uncertain	is given	3 scores
Disagree	is given	2 scores
Strongly Disagree	is given	1 score

The researcher analyzed the acquired data to examine the mean scores. The questionnaire item statements were 3.50 scores or over. The researcher modified the questionnaire item statements, the mean score was 4.64 (See Appendix I). The researcher edited and revised the questionnaire if they had weak points. Next, the questionnaire was proposed to the experts again.

3.4.4.4 The researcher organized the statements to try out with 16 students who were not samples at in Prathomsuksa 6 Bannongkrok School in academic year 2017.

3.4.4.5 Each item of five-point rating scales is calculated by utilizing Pearson's Correlation Coefficient formula (R_{xy}) to find out the discrimination which must be at 0.2792-1.00 level (Srisa-ard. 2002 : 110). The discrimination was at 0.66-0.70 (See Appendix J).

3.4.4.6 The method of Coefficient Alpha of Cronbach (α -Coefficient) (Srisa-ard. 2002 : 99) was used to find out the reliability coefficient of which the value must be more than 0.80. The data was calculated by a software program. The reliability coefficient of the questionnaire was 0.89 (See Appendix J).

3.5 Data Collection

The data were collected from the students' scores of the pre-test and post-test of vocabulary test, and from exercises undertaken after learning each period.

The processes for collecting data were as follows:

3.5.1 The samples were orientated to understand about learning by using flashcard.

3.5.2 Students took the pre-test at the beginning of a class for 1 period.

3.5.3 They studied following the lesson plans.

3.5.4 They did the post-test after the class for 1 period.

3.5.5 The students were asked to fill out the questionnaire focusing on their satisfaction toward improving their vocabulary skill through the flashcard activity.

3.5.6 The students did the retention test (the achievement test) to check their retention's vocabulary learning after doing post-test about two weeks.

3.6 Data Analysis

The collected data was examined and assumed by using the data analysis methods as follows:

3.6.1 Analyzing the exercises, the pre-test and post-test scores.

3.6.1.1 The scores gained from the exercises and a post-test were computed to detect the efficiency of process (E_1) and the efficiency of the outcomes (E_2).

3.6.1.2 Dependent samples t-test was employed to correlate the difference between pre-test and post-test mean scores to find out a significant difference set at .05 level.

3.6.2 The data acquired from the satisfaction questionnaire

The data from five-rating scales was calculated for the mean (\bar{x}) and standard deviation (S.D.) so that estimated the students' satisfaction toward the learning by employing flashcards. The following criterion was employed for interpretation (Srisard. 2002 : 103).

Meaning		Interpretation
1.00 – 1.50	means	The Least Satisfactory
1.51 – 2.50	means	Less Satisfactory
2.51 – 3.50	means	Average Satisfactory
3.51 – 4.50	means	More Satisfactory
4.51 – 5.00	means	The Most Satisfactory

3.7 Statistics Used in Data Analysis

3.7.1 Statistics Used to Detect the Quality of Instruments

3.7.1.1 Validity of achievement test by employing IOC (Index Item of Congruence) formula (Phattiyathanee. 2003 : 220):

$$IOC = \frac{\sum R}{N}$$

IOC = Index Item of Congruence between Question and Objective

$\sum R$ = Total Scores of Experts' Opinion

N = Number of Experts

3.7.1.2 The discrimination index of each question of the test (B) by utilizing Brennan's method (Srisard. 2002 : 90).

$$B = \frac{U}{n_1} - \frac{L}{n_2}$$

B = Discrimination Index

U = Number of the Students who Passed the Examination Set at 15 Scores which Correctly Answered

L = Number of the Students who Failed the Examination Set at 15 Scores which Correctly Answered

n_1 = Number of the Students who Passed the Examination Set at 15 Scores

n_2 = Number of the Students who Failed the Examination Set at 15 Scores

3.7.1.3 The reliability of the test by employing Lovett's method (Srisard. 2002 : 96).

$$r_{cc} = 1 - \frac{k \sum X_i - \sum X_i^2}{(k-1) \sum (X_i - C)^2}$$

r_{cc} = The Reliability of the Test

k = Numbers of Question

X_i = Each of Student's Scores

C = Criterion Scores of the Tests

3.7.1.4 Discrimination power of each item for the five-point rating scale questionnaire by employing Pearson's Correlation Coefficient (Srisard. 2002 : 110).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

- r_{xy} = Correlation Coefficient between Variable X and Variable Y
- X = Total Scores of Variable X Index
- $\sum Y$ = Total Scores of Variable Y Index
- $\sum XY$ = Total of Multiplied Result between Variable X and Variable Y
- $\sum X^2$ = Total Scores of Variable X Index's Square
- $\sum Y^2$ = Total Scores of Variable X Index's Square
- N = Number of a Pair of Variables Index or Number of Samples

3.7.1.5 Reliability coefficient of the satisfaction questionnaire by utilizing Cronbach's Alpha-coefficient (α -Coefficient) (Srisard. 2002 : 99).

$$\alpha = \frac{k}{k-1} \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

α = Reliability Coefficient

k = Number of Statements

$\sum S_i^2$ = Total of each Statement's Variance

S_t^2 = Variance of Total Scores

3.7.1.6 The efficiency of flashcards (E_1/ E_2) (Kitrakarn. 2001 : 44-49)

$$E_1 = \frac{\sum X}{A} \times 100$$

E_1 = Efficiency of the Process

$\sum X$ = Total Scores of Exercises that the Samples Gained

N = Number of Samples

A = Total Score of the Exercises in the Lessons

$$E_2 = \frac{\sum F}{N} \times 100$$

E_2 = Efficiency of the Outcomes

$\sum F$ = Total Score of Samples who Passed the Post-test

N = Number of Samples

B = Total Score of the Post-test in the Lessons

3.7.2 Basic Statistics Used

3.7.2.1 Percentage (Srisa-ard. 2002 : 104)

$$p = \frac{f}{N} \times 100$$

p = Percentage

f = Frequency of the Data

N = Number of Total Frequency

3.7.2.2 Mean (\bar{X}) (Srisa-ard. 2002 : 105)

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = Mean

$\sum X$ = Total Scores in Group

N = Number of Scores in Group

3.7.2.3 Standard Deviation (S.D.) (Srisa-ard. 2002 : 106)

$$S.D. = \sqrt{\frac{\sum (X - \bar{X})^2}{N-1}}$$

S.D. = Standard Deviation

X = Score of each Item

\bar{X} = Mean

N = Number of Scores in Group

\sum = Total Scores

3.7.3 The differences between pre-test and post-test mean scores computed by dependent samples t-test formula (Srisa-ard. 2002 : 112).

$$t = \frac{\sum D}{\sqrt{\frac{n \sum D^2 - (\sum D)^2}{(n-1)}}}$$

t = Statistical Index Employed to Compare with Critical Index to Detect a Significant Difference

D = Different Result of Minus between a Pair of Scores

n = Number of Samples or a Pair of Scores

3.8 Summary of the Chapter

To sum up, this chapter offered a research procedure. It described a description of population and target group in this study, the research instruments, the research design, and the construction of research instruments were expressed. Furthermore, data collection, and data analysis were specified. Finally, statistics used in data analysis were conveyed.

CHAPTER 4

RESULTS

This chapter shows the results of this study. The results of each question are shown in the following order: 1) Research Question One concerning the investigation the efficiency of lesson plan using flashcards to improve vocabulary learning in Prathomsuksa 5 students based on the criterion set at 75/75; 2) Research Question Two concerning the comparison the students' learning achievement before and after learning through flashcards to improve vocabulary learning for Prathomsuksa 5 students; 3) Research Question Three concerning the checking students' retention about English vocabulary after learning through flashcards; and 4) Research Question Four concerning the examination the students' satisfaction toward vocabulary learning via flashcards for Prathomsuksa 5 students. The results are drawn from quantitative data from the worksheets, achievement tests, retention test, and questionnaire.

4.1 Research Question One: What is the efficiency of lesson plan using flashcards to improve vocabulary learning?

This section presents the findings of the analysis of the quantitative data from learning through flashcards and the achievement test exploited in this study to investigate the efficiency of lesson plan using flashcards to improve vocabulary learning in Prathomsuksa 5 students based on the criterion set at 75/75. The quantitative data comprised of the worksheet scores (efficiency of the process), and

post-test scores (efficiency of the outcomes). There were 4 topics in this study. The total mean scores from all worksheet scores of flashcards were 160 scores. The total mean scores from the achievement test or post-test were 40 scores. Table 4.1 below shows the percentage, mean, and standard deviation.

Table 4.1

The efficiency of lesson plan using flashcards to improve vocabulary learning in Prathomsuksa 5 students (n = 13)

No.	Worksheet Scores of Vocabulary Learning using Flashcards (Efficiency of the Process)					Post-test (40)
	1 (40)	2 (40)	3 (40)	4 (40)	Total (160)	
1	32	32	33	32	129	33
2	31	31	31	31	124	32
3	31	31	30	30	122	30
4	31	30	31	32	124	31
5	31	31	31	31	124	30
6	30	30	31	30	121	29
7	31	32	32	32	127	32
8	32	32	32	32	128	31
9	33	32	32	33	130	33
10	33	34	34	33	134	34
11	34	35	35	34	138	35
12	31	31	32	31	125	32
13	31	31	30	32	124	28
Total	411	412	414	413	1650	410
\bar{X}	31.62	31.69	31.85	31.77	126.92	31.54
S.D.	1.12	1.44	1.46	1.17	4.87	1.98
%	79.04	79.23	79.62	79.42	79.33	78.85

As shown in Table 4.1, the efficiency of lesson plan using flashcards to improve vocabulary learning in Prathomsuksa 5 students was 79.33/78.85 which was higher than the criterion set at 75/75. It claims that students, who has learned English vocabulary via flashcards, has received total mean scores from the worksheet scores

at 79.33 % and total mean scores from the achievement test after learning via flashcards at 78.85 %.

4.2 Research Question Two: Will students who learn English vocabulary through flashcards have higher mean scores on post-test than that of pre-test mean scores?

This section shows the findings of the analysis of the quantitative data from the achievement tests employed in this study to compare students' learning achievement before and after learning English vocabulary through flashcards in Prathomsuksa 5 students. Pre-test scores (40 items) and post-test scores (40 items) were compared to find out the statistically significant difference as shown in Tables 4.2.

Table 4.2

Comparing the difference between pre-test and post-test mean scores

Achievement	N	Total Scores	\bar{X}	S.D.	t value
Pre-test	13	40	16.31	2.32	59.25**
Post-test	13	40	31.54	1.98	

**** significant difference at .01**

As shown in Table 4.3, it shows that students who learned through flashcards had higher learning achievement of vocabulary learning on the post-test mean scores than in the pre-test mean scores at .01 level of statistically significant difference.

4.3 Research Question Three: Do students have retention about English vocabulary after learning through flashcards?

This section presents the findings of the analysis of the quantitative data from the achievement tests used in this study to find out students' retention about English vocabulary after learning through flashcards. Post-test scores (40 items) and retention scores (40 items) were calculated to find out students' retention about English vocabulary after learning through flashcards as shown in Table 4.3.

Table 4.3

The comparison of post-test and retention test scores

Learning Achievement	n	Total Scores	\bar{x}	S.D.	t value
Post-test	13	40	31.54	1.98	0.6928**
Retention test	13	40	31.38	2.22	

As shown in Table 4.3, students have retention about English vocabulary after learning through flashcards.

4.4 Research Question Four: What is the level of the students' satisfactions in English vocabulary learning by using flashcards?

This section presents the students' satisfaction toward vocabulary learning via flashcards in Prathomsuksa 5 students. Students selected the level of their satisfaction in the questionnaires, ranking from the least satisfactory (1) to the most satisfactory (5). The mean scores, standard deviation, level of satisfaction and rank were shown in Table 4.4.

Table 4.4

Students' satisfaction in English vocabulary learning by using flashcards

No.	Statements	The Result of Learners' Satisfaction		Meaning	Rank
		\bar{X}	S.D.		
1	You are confident to use English vocabulary after learning through flashcards.	4.85	0.38	The Most Satisfactory	1
2	You get more interested in learning English after learning through Flashcards.	4.38	0.51	More Satisfactory	10
3	Time taken on learning English vocabulary through flashcards is appropriate.	4.69	0.48	The Most Satisfactory	3
4	You are more enthusiastic and happy when learning English vocabulary through flashcards.	4.46	0.52	More Satisfactory	7
5	The exercises and post-test are relevant to the content.	4.46	0.52	More Satisfactory	7
6	You learn more contents from flashcards.	4.62	0.51	The Most Satisfactory	4
7	You gain more knowledge from flashcards.	4.46	0.52	More Satisfactory	7
8	You can pronounce and spell the words correctly.	4.54	0.52	The Most Satisfactory	5
9	You can learn English though Flashcard it is easy to understand the meaning of the vocabulary.	4.77	0.44	The Most Satisfactory	2

Table 4.4 (Continued)

Students' satisfaction in English vocabulary learning by using flashcards

No.	Statements	The Result of Learners' Satisfaction		Meaning	Rank
		\bar{X}	S.D.		
10	Flashcard materials lesson are interesting and easy to understand.	4.54	0.52	The Most Satisfactory	5
Grand Total		4.58	0.49	The Most Satisfactory	

As revealed in Table 4.4, it shows that the students' satisfactions toward vocabulary learning via flashcards were at the most satisfactory level ($\bar{X} = 4.58$, S.D.= 0.49). It is obvious that the three highest mean scores were no. 1 "You are confident to use English vocabulary after learning through flashcards.", followed by no. 9 "You can learn English though Flashcard it is easy to understand the meaning of the vocabulary." ($\bar{X} = 4.77$, S.D. = 0.44), and no.3 "Time taken on learning English vocabulary through flashcards is appropriate." ($\bar{X} = 4.69$, S.D. = 0.48), respectively. In contrast, the lowest mean score was no.2 "You get more interested in learning English after learning through Flashcards." ($\bar{X} = 4.38$, S.D. = 0.51).

4.5 Summary of the Chapter

In short, this chapter presented the findings and data analysis of this study.

The findings of each question are indicated from the question one to four. Detailed summary of the findings; discussions, and implications for instruction are offered in the next chapter.

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CHAPTER 5

CONCLUSION AND DISCUSSION

This research is designed to investigate the effects of using flashcard to improve vocabulary learning and retention for Prathomsuksa 5 students. This chapter offers the findings of data analysis under the following matters: 1) summary of the findings, which reviews the purposes, the procedures of this study, and results; 2) discussions; 3) pedagogical implications; and 4) suggestions for future research.

5.1 Summary of the Findings

This research aimed: 1) to investigate the efficiency of lesson plan using flashcards to improve vocabulary learning in Prathomsuksa 5 students based on the criterion set at 75/75; 2) to compare the students' learning achievement before and after learning through flashcards to improve vocabulary learning for Prathomsuksa 5 students; 3) to check students' retention about English vocabulary after learning through flashcards; and 4) to examine the students' satisfaction toward vocabulary learning via flashcards for Prathomsuksa 5 students.

The research hypotheses were: 1) Students who learn English vocabulary through flashcards will have higher learning achievement of vocabulary on post-test mean scores than those in pre-test with statistically significant difference at .05 level; and 2) Students have retention about English vocabulary after learning through flashcards.

The samples in this study were 13 Prathomsuksa 5 students who took fundamental English (EN15101) course in the second semester of academic year 2017 at Bannongkrok School, Satuk District, Buriram Province under Buriram Primary Educational Service Area Office 4, selected by using simple random sampling by using school for the unit sample. The research instruments were flashcards, lesson plans, achievement tests, and the satisfaction questionnaire. The statistics used to analyze the data were percentage, mean, standard deviation, and dependent samples t-test.

The independent variable of this study was lesson plans in teaching vocabulary constructed by the researcher. The dependent variables were students' learning efficiency on vocabulary, students' satisfactions towards flashcards, and students' retention.

The topics of learning vocabulary based on the curriculum, were conducted by the researcher as follows: food and drink, weather and season, sickness, and Songkran day. This study was conducted in the first semester of academic year 2017 for 19 periods described as follows: 1) 16 periods for learning through flashcards, 1 hour for each period; 2) 2 periods for orientation, and summary: one hour for pre-test to check their prior knowledge before learning through flashcards, and another one for an achievement test (post-test) to check their learning achievement, and 3) 1 period for retention check. The total duration of this study was 19 hours. The findings of this study were as follows:

1. The efficiency of lesson plan using flashcards to improve vocabulary learning in Prathomsuksa 5 students was 79.33/78.85 which was higher than the criterion set at 75/75.

2. The students who learned through flashcards had higher learning achievement of vocabulary learning on the post-test mean scores than in the pre-test mean scores with statistically significant difference at a .01 level.

3. The students have retention about English vocabulary after learning through flashcards.

4. The students' satisfactions toward vocabulary learning via flashcards were at the most satisfactory level ($\bar{X} = 4.58$, S.D.= 0.49).

5.2 Discussion of the Findings

The researcher discusses the results of the effects of using flashcard to improve vocabulary learning and retention for Prathomsuksa 5 students as follows:

5.2.1 The efficiency of lesson plan using flashcards to improve vocabulary learning.

The outcomes showed that the first efficiency of the process ($E1=79.33$) was higher than the second efficiency of the outcomes ($E2=78.85$). That meant the students got worksheet scores more than post-test scores because they have done repetitive worksheets; they reviewed, did the worksheets and checked the answers by themselves before doing the post-test. Therefore, they stimulated themselves to study via the flashcards. Furthermore, the efficiency of the process was higher than the efficiency of the outcomes since the worksheets were easier than the post-test.

The results of the study could be considered that the researcher revised the related literature. The flashcards were settled step by step and properly. Moreover, the advisors and the experts assessed the research instruments, provided comments, and made recommendations. Lastly, the flashcards were trialed three steps before

employing with the samples. The researcher produced the flashcards following the concepts of many psychologists such as: Heron, et al. 1983; Maheady & Sainato, 1985; Olenick & Pear, 1980; Young, et al. 1983. They have claimed the flashcards as an easy and effective way for teaching different skills for example letter name, sounds, new vocabularies, significant dates in the history, and expressions to learners. Nation (2001: 196-7) showed doing flashcards by choosing whether to look at the foreign words and tried to recall the mother tongue word as receptively or by looking at the mother tongue words and tried to recall the foreign word as productively. Marina (2017) explained how to use flashcards in the learning classes as follows: 1) Make sure that flashcards can be watched. When you flash a card in front of students very quickly, they have to pay attention. Display the card, and they have to name what's on it. Slowly speed it up, and begin adding other cards, 2) Pairing. Choose the quantity of the cards depending on the abilities or age of learners. For example: 6 pairs of 2 cards with the similar image (12 cards) place on the floor facing up. You can line them up in rows of 3 or 4. Have the learners look at the card for approximately 20 seconds (depending on the age), and remember the places of the cards. Next, learners take turns to flip the cards in pairs. The learner who flips all the pairs first (takes minimum time) wins, 3) Find the Card. Take approximately 20 cards with lately studied vocabulary (images). Place them around the classroom. Have a learner name a card he or she sees. The other learners have to discover the card. The learner with most cards at the end wins, 4) Match with Word. Like the prior game. Learners ought to match card images with cards where the words are written at this time, 5) Drill. Divide learners into two groups. You can select to drill vocabulary of phrases learners have just studied. Such as a girl picture. Learner who is first in line

inquires: "What is Betty wearing?" Student behind replies: "Betty is wearing a red dress, a blue jacket, and brown shoes", then turns back and asks the similar question to the learner behind. The team that finishes first, wins. This can differ depending on the focus of lesson, 6) Guess the Word. Divide learners into teams. One learner of each team can see the card. He or she have to describe to the others what the word is. The team that predicted most words, wins, 7) Guess the Word 2. One learner of each team sees the card. The others of the learners are asking questions to guess it. Dolch (2001: website) stated that flashcards might be easy to use by showing to the learners at the suitable situation. Teachers may find some more activities so as to attract the learners.

The results partially confirm the hypothesis in chapter 1 and is consistent with other research studies namely, Srakaew (2006), Saengsiripaisarn (2010), Marpaung (2012), Sudana (2013), and Sitorus and Siregar (2014) who developed the flashcards. The conclusion was the application of flashcard can improve students' achievement in vocabulary.

In summary, flashcards are crucial instrument in English vocabulary learning. They are easy materials to use with young learners. They have colorful images that are motivating and can attract the students' interest because young learners like something unique, colorful and they are interested in pictures. Students enjoy and interest in learning English through flashcards. They gain more knowledge, and get higher achievement in English. So, I choose this method for my students because it is valuable to be used in the learning procedure. Besides, I can create flashcards that consistent with the topic by myself.

5.2.2 The students' learning achievement before and after learning through flashcards to improve vocabulary learning.

Students who learned through flashcards had higher learning achievement of vocabulary learning on the post-test mean scores than in the pre-test mean scores at .01 level of statistically significant difference. The results could be determined that flashcards had higher efficiency because they are factor that can assist the students accomplish higher learning. They are interesting material for the students to learn vocabulary by using the flashcards. They can encourage the students to study and be interested in the content more than they used to be. This caused from the flashcards were tried out and found the efficiency before used with the samples. Additionally, the flashcards comprised of diverse activities which reinforced learning. Consequently, students who learned via the flashcards had higher proficiency in learning.

The result confirms the hypothesis in chapter 1 and is consistent with the past research works, namely, Tassana-ngam (1994), Saengsiripaisarn (2010), and Chanthiam (2009) who conducted the flashcards, and the outcomes exposed that learners' achievement in the post-test was higher than that in the pre-test with statistically significant difference at .05 level.

5.2.3 Students' retention about English vocabulary after learning through flashcards.

Students have retention about English vocabulary after learning through flashcards as shown in table 4.3: the post-test mean scores at 31.54, the retention mean scores at 31.38 and t-value at 0.6928. The findings could be described that the flashcards support active learning and vocabulary retention for students. Because

after they learned English through flashcards for a month they got nearby scores with the post-test scores. Samples can remember most of vocabularies that they have learned and practice at least 4 times in each lesson plan which consist with Miller (1956) states the amount of information which can be remembered on one exposure is between five and nine items, depending on the information. Students were excited and keen on learning vocabulary during teaching (Marpaung, 2012).

The finding supports the hypothesis in chapter 1 and corresponds to the research of Chanthiam (2009) indicated that the use of picture book technique contributed to their retention of the vocabulary in their actual learning activities, and Stager (2010) who found that flashcards to develop automaticity (rapid word recognition) with key vocabulary words and phrases in order to improve fluency and reading comprehension.

5.2.4 The students' satisfaction toward vocabulary learning via flashcards.

The results reveal that the students were satisfied with learning through flashcards. Because of the interesting flashcards enhance students have positive attitude toward performance. It is consistent with Saengchai (1990) (1990 : 11) indicates that satisfaction of performance is feeling that performers have attitude toward performance. This feeling motivates them to love to work on their duty. They want to do, and find out the effective performance process. Flashcards are valuable in learning, very helpful, easy and convenient to use. Therefore, the flashcards are learner relevance, support active and authentic learning (Ke and Kwak, 2013), and appropriate for the level of students.

The result supports the hypothesis in Chapter 1 and is consistent with previous studies, as well as, Saengsiripaisarn (2010), Stager (2010), Sudana (2013),

and Sitorus and Siregar (2014) who conducted flashcards to teach vocabulary, and the finding of these studies showed the learners' satisfaction towards learning via flashcards were at more positive attitudes.

Finally, it indicates that all of students have participated in learning vocabulary via flashcards at pass level ($\bar{X} = 4.58$, S.D.= 0.49). They participated in all activities, attend in learning, and can achieve or summary the lessons.

It is obvious that the three highest mean scores were no. 1 "You are confident to use English vocabulary after learning through flashcards.", followed by no. 9 "You can learn English though Flashcard it is easy to understand the meaning of the vocabulary." ($\bar{X} = 4.77$, S.D. = 0.44), and no.3 "Time taken on learning English vocabulary through flashcards is appropriate." ($\bar{X} = 4.69$, S.D. = 0.48), respectively. Because students like to learners English by using flashcards with attract colorful pictures, they support students to remember the vocabulary easily in appropriate time. In contrast, the lowest mean score was no.2 "You get more interested in learning English after learning through Flashcards." ($\bar{X} = 4.38$, S.D. = 0.51). Due to they rarely use English in their daily life.

5.3 Pedagogical Implications

According to a result of the findings from the study, the researcher made useful pedagogical implications as follows:

5.3.1 The flashcards support learning achievement of students. Accordingly, administrators, teachers, and related persons in learning management should apply the

lesson plans, and the flashcards of English learning vocabulary for Prathomsuksa 5 students to develop the instruction in other contents or levels.

5.3.2 Teachers should make clear suggestions and comment to the students on the usage of flashcards step by step in learning vocabulary through flashcards.

5.3.3 People concerned with learning management should hold workshop in making educational innovation and supervise to resolve the instructional obstacles. Moreover, they should support teachers to employ flashcards to enhance students achieve in learning.

5.4 Suggestions for Future Research

Some suggestions for future research are raised as following:

5.4.1 A comparison of vocabulary learning via flashcards and other teaching gear should be done.

5.4.2 Reviewing the outcome of learning through flashcards with other variables such as level of education, age, the level of intelligence, attitude, etc. should be examined.

In conclusion, the results will be a guideline for teachers and learners in developing and improving their listening skills based on vocabulary in the EFL settings.

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APPENDICES

APPENDIX A

The Evaluation Form of Content Validity of Flashcard Materials “Effect of Using Flashcard to Improve Vocabulary Learning and Retention for Prathomsuksa 5 Students” (For Experts)

.....

Directions: Please give your opinion on the flashcard contents with the objectives and the level of the students that are appropriate or not. Then you should tick (✓) in the table which is your opinion. There are five alternatives as follows:

- 5 means most appropriate
- 4 means more appropriate
- 3 means average appropriate
- 2 means less appropriate
- 1 means the least appropriate

Flashcard Contents	Opinion Level				
	5	4	3	2	1
1. Food and drink					
2. Weather and season					
3. Sickness					
4. Songkran day					

Signature.....Evaluator

APPENDIX B

The Evaluation Form of Content Validity of Flashcard Materials

“Effect of Using Flashcard to Improve Vocabulary Learning and

Retention for Prathomsuksa 5 Students” by the experts.

.....

The mean scores with the criteria (Srisa-ard. 2002 : 103)

Rating	Opinion Level
4.51-5.00	= the most appropriate
3.51-4.50	= more appropriate
2.51-3.50	= average appropriate
1.51-2.50	= less appropriate
1.00-1.50	= the lest appropriate

Flashcard Contents	Expert's Opinion (Appropriateness)			\bar{X}	S.D.	Level of Appropriateness
	1	2	3			
	1. Food and drink	4	5			
2. Weather and season	5	4	4	4.33	0.58	More appropriate
3. Sickness	5	5	4	4.67	0.58	The most appropriate
4. Songkran day	4	5	5	4.67	0.58	The most appropriate
Total				4.58	0.58	The most appropriate

APPENDIX C

The Evaluation Form of Content Validity of Lesson Plans “Effect of Using Flashcard to Improve Vocabulary Learning and Retention for Prathomsuksa 5 Students” (For Experts)

.....

Directions: Please give your opinion on each stamen that are appropriate or not.

Then you should tick (✓) in the table which is your opinion. There are five alternatives as follows:

- 5 means most appropriate
- 4 means more appropriate
- 3 means average appropriate
- 2 means less appropriate
- 1 means the least appropriate

Statements	Opinion Level				
	5	4	3	2	1
1. Core Concept					
1.1 Correspond with learning objectives					
1.2 Useful for daily life					
1.3 Suitable for students					
1.4 Clear and easy to understand					
2. Contents					
2.1 Clear and easy to understand and interesting					
2.2 Correspond with learning objectives					

Statements	Opinion Level				
	5	4	3	2	1
2.3 Suitable for students' level					
2.4 Appropriate with duration					
3. Learning Activities					
3.1 Enhance learning					
3.2 Correspond with contents					
3.3 Correspond with learning objectives					
3.4 Appropriate with duration					
3.5 Suitable for students' age					
3.6 Learning activities begin from easy to difficult.					
4. Assessment and Evaluation					
4.1 Correspond with learning objectives					
4.2 Assess by covering all contents which consist of activities, pre-test, and post-test					
5. The lessons From					
5.1 Interesting with high quality					
5.2 Distinctive and attractive illustration with appropriate contents					
Total					

Signature.....Evaluator

APPENDIX D

The Evaluation Form of Content Validity of Lesson Plans “Effect of Using Flashcard to Improve Vocabulary Learning and Retention for Prathomsuksa 5 Students” by the experts.

The mean scores with the criteria (Srisa-ard. 2002 : 103)

Rating	Opinion Level
4.51-5.00	= the most appropriate
3.51-4.50	= more appropriate
2.51-3.50	= average appropriate
1.51-2.50	= less appropriate
1.00-1.50	= the lest appropriate

Flashcard Contents	Expert's Opinion (Appropriateness)			\bar{X}	S.D.	Level of Appropriateness
	1	2	3			
1. Core Concept						
1.1 Correspond with learning objectives	4	5	5	4.67	0.58	The most appropriate
1.2 Useful for daily life	4	5	4	4.33	0.58	More appropriate
1.3 Suitable for students	4	5	5	4.67	0.58	The most appropriate
1.4 Clear and easy to understand	4	5	5	4.67	0.58	The most appropriate
Total				4.59	0.58	The most appropriate

Flashcard Contents	Expert's Opinion (Appropriateness)			\bar{X}	S.D.	Level of Appropriateness
	1	2	3			
2. Contents						
2.1 Clear and easy to understand and interesting	5	5	4	4.67	0.58	The most appropriate
2.2 Correspond with learning objectives	4	4	5	4.33	0.58	More appropriate
2.3 Suitable for students' level	5	5	5	5.00	0.00	The most appropriate
2.4 Appropriate with duration	5	5	4	4.67	0.58	The most appropriate
Total				4.67	0.44	The most appropriate
3. Learning Activities						
3.1 Enhance learning	5	4	4	4.33	0.58	The most appropriate
3.2 Correspond with contents	4	5	5	4.67	0.58	The most appropriate
3.3 Correspond with learning objectives	4	4	5	4.33	0.58	More appropriate
3.4 Appropriate with duration	5	4	4	4.33	0.58	More appropriate
3.5 Suitable for students' age	5	5	4	4.67	0.58	The most appropriate
3.6 Learning activities begin from easy to difficult.	5	5	4	4.67	0.58	The most appropriate
Total				4.50	0.58	The most appropriate

Flashcard Contents	Expert's Opinion (Appropriateness)			\bar{X}	S.D.	Level of Appropriateness
	1	2	3			
4. Assessment and Evaluation						
4.1 Correspond with learning objectives	5	5	5	5.00	0.00	The most appropriate
4.2 Assess by covering all contents which consist of activities, pre-test, and post-test	4	5	5	4.67	0.58	The most appropriate
Total				4.84	0.29	The most appropriate
5. The lessons From						
5.1 Interesting with high quality	4	5	5	4.67	0.58	The most appropriate
5.2 Distinctive and attractive illustration with appropriate contents	5	4	5	4.67	0.58	The most appropriate
Total				4.67	0.58	The most appropriate
All Total				4.66	0.49	The most appropriate

APPENDIX E

The Evaluation of Efficiency of English Lesson “Effect of Using Flashcard to Improve Vocabulary Learning and Retention for Prathomsuksa 5 Students”

The individual trial for efficiency evaluation of the lesson for Prathomsuksa 5 Students

Students' Number	Pre-test (40)	Exercises (160)	Post-test (40)
1	15	120	27
2	10	115	28
3	18	110	31
Total	43	345	86
Mean Scores	14.33	115.00	27.67
%	35.83	71.88	69.71

After the individual trial, students gave some comments about the lesson as follows: 1) Learning by using flashcard materials was fun and relaxed. 2) The flashcard materials were too many contents they were not clear and difficult. 3) They didn't understand the meaning of some word. 4) They suggest the teacher should explain some difficult words. After the individual trial, students gave some opinions about the instructional

The small group trial for efficiency of the lessons for Prathomsuksa 5 students.

Students' Number	Pre-test (40)	Exercises (160)	Post-test (40)
1	15	120	30
2	12	119	24
3	16	112	31
4	10	122	27
5	11	115	26
6	18	117	32
7	19	123	26
8	19	110	35
9	15	120	27
Total	135	1058	258
Mean Scores	14.33	117.56	28.67
%	35.83	73.47	71.61

After the small group trial, students gave some comment about the lesson as follows: 1) They enjoyed read and guest the meaning by flashcards because the flashcard is very fun. 2) Some vocabulary is difficult to pronounce. 3) The tests were difficult. They suggested the teacher should explain some difficult word and pronounce.

The field trial efficiency evaluation of the lessons for Prathomsuksa 5 students.

Students' Number	Pre-test (40)	Exercises (160)	Post-test (40)
1	19	124	32
2	18	119	31
3	15	117	26
4	16	119	30
5	14	119	29
6	13	116	28
7	16	122	31
8	15	123	30
9	16	125	32
10	19	129	30
11	20	133	34
12	18	120	31
13	13	119	27
14	16	123	29
15	14	125	28
16	13	129	31
17	16	133	29
18	15	120	32
19	16	119	28
20	12	125	33
Total	314	2459	601
X	15.7	122.95	30.05
%	39.25	76.84	75.13

The Result of the Three Trials

Trial	E ₁ (Efficiency of Process)	E ₂ (Efficiency of Results)
Individual	71.88	68.71
A small group	73.47	71.67
The field study	76.84	75.13

As can be seen from the table, the results of the three trials revealed that the efficiency of the lessons was 76.84/75.13 after the individual trial and the small group trial which met the specific criteria.

APPENDIX F

Lesson Plans

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

Lesson Plan 1

Course: Fundamental English (E15101)

Grade Level: Grade 5

Theme: Vocabulary

Topic: Food and drink

Semester 2/2017

Time Allocation: 4 periods

1. Concept

Food and drink: Learn about food and drink. Students are expected to have basic skills in using English for communication. Learners can listen, speak, read, write vocabulary, form sentences, and situations in which to use the language correctly.

2. Standard Performance Indicators

Standard F1.1: Understanding of and capacity to interpret what has been Heard and read from various types of media, and ability to express opinions with Proper reasoning

Indicator 1: Act in compliance with orders, requests and simple Instructions head and read.

Indicator 2: Accurately read aloud sentences, texts and short poems by observing the principles of reading.

Indicator 3: Specify/draw the symbols or sings corresponding to the meanings of sentences and short texts heard or read.

Standard F3.1: Using of the foreign languages to link knowledge with other learning areas.

Indicator 1: Search for and collect the terms related to other learning areas, and present them through speaking.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society.

Indicator 1: Listening, speak and read/write in various situations in the classroom and in school.

Standard F4.2: Using of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

Indicator 1: Use foreign languages to search for collect various data.

3. Objectives

Terminal Objective

Students are able to speak and write the vocabulary about food and drink
Though flashcards.

Enabling Objectives

At the end of the lesson students are able to...

3.1 Students are able to spell, pronounce and tell the meaning of the vocabulary.

3.2 students are able separately singular nouns and plural nouns

3.3 students are able ask-answer buy using

Q: Do you like.....?

A: Yes, I do / No, I don't.

3.4 students are able write sentence like or don't like.

3.5 students are able ask and answer about food and drink.

4. Content

4.1 Vocabulary: beef, sausage, cereal, egg, rice, vegetable, fruit,
milk, tea , coffee, water, lollipop, cake, hamburger,
candy

4.2 Structure: - We eat

- We drink.....

- I/ You /We /They want...

- He / She / It wants..... -Do you like.....?

Yes, I do

No, I don't.W

- They/We/You/I like

- I don't like

- He / She likes

- He / She doesn't like

- What have you got?

I've got some

4.3 Explaining: Explaining the meaning of food and drink.

4.4 Culture: language and cultural activities such as game play, flashcard reading.

5. Learning and Teaching Activities

Warm – up

1. Teacher greets the students and states the learning objectives.
2. Students do the pre-test.
3. Teacher informs students about the topic.

Presentation

1. Teachers sort the flashcards by slipping from front to back. The flashcards that the child wants to see is the last of the flashcards.
2. Teacher shows flashcards and says the words. (Students look at the picture just listen.)
2. Teacher show picture again and say the words.
3. Student repeats after teacher (whole class, pair, individual)
4. Student come hold the flashcard and other say the word.

T-Ss : What is this?

Ss-T : It is a.....
5. Teacher teach students to try to break up all vocabulary into categories, food, drink, vegetable and Fruit.
6. Teacher write verb "eat and drink" on the board. And then ask students the meaning, how you used do eat and drink.
7. Teacher conclusion eat use for food and drink used for beverage.
8. Teacher teach grammar

- I/You/We/They (eat/drink) _____.

- He/She/It (eats/drinks) _____. (Subject of the singular will fill s)

9. Teacher show flash cards again and ask students

Fried rice T: I like fried rice.

Do you like fried rice?

S1: Yes, I do. / No, I don't.

Pizza T: I don't like pizza.

Do you like fried rice?

S1: Yes, I do. / No, I don't

Practice

1. Students fill the word in the bank. (Exercise 1)

2. Students play "Pelmanism game"

T-Ss : Teacher divide students in 4 group (A, B, C, D)

T-Ss : Give student one set of cards to each groups.

Ss : Student to mix the cards up and put them face down and take turn two cards if they match give them to yourself. But, if they don't match, you turn them face down and don't changing their position.

T-Ss : Teacher ask student to do something?

T-Ss : Teacher tell students to start the game. (gesture)

Ss-T : Teacher walk around to check and help students pronounce difficult sounds if there are problems.

3. Students make the sentence with the words. (Exercise 2)

4. Teacher talk with students about sentence

- Do you like.....?

- Yes, I do. / No, I don't. (Exercise 3)

Production

1. students write junk food and health food in the table.

(Exercise 4)

Wrap up

1. Teacher and students check the vocabulary. (Use technique flash to checking)
2. Teacher and students check worksheets together.
3. Students do the post-test.

6. Teaching Materials

- 4.1 Pre-test / Post-test
- 4.2 Flashcards
- 4.3 Word cards and picture
- 4.3 Exercise 1-4

7. Measurement and Evaluation

- 7.1 Observe about their attention.
- 7.2 Observe about their participation.
- 7.3 Check their worksheet.
- 7.4 Check their Pre-test / Post-test

8. Suggestion Activities/ Other Comments

.....

.....

.....

9. School Director Comments and Suggestions

.....

.....

.....

10. Remark

.....
.....
.....

10.1 Result of the Learning

.....
.....
.....

10.2 Problems / Obstacles

.....
.....
.....

10.3 Other Suggestions

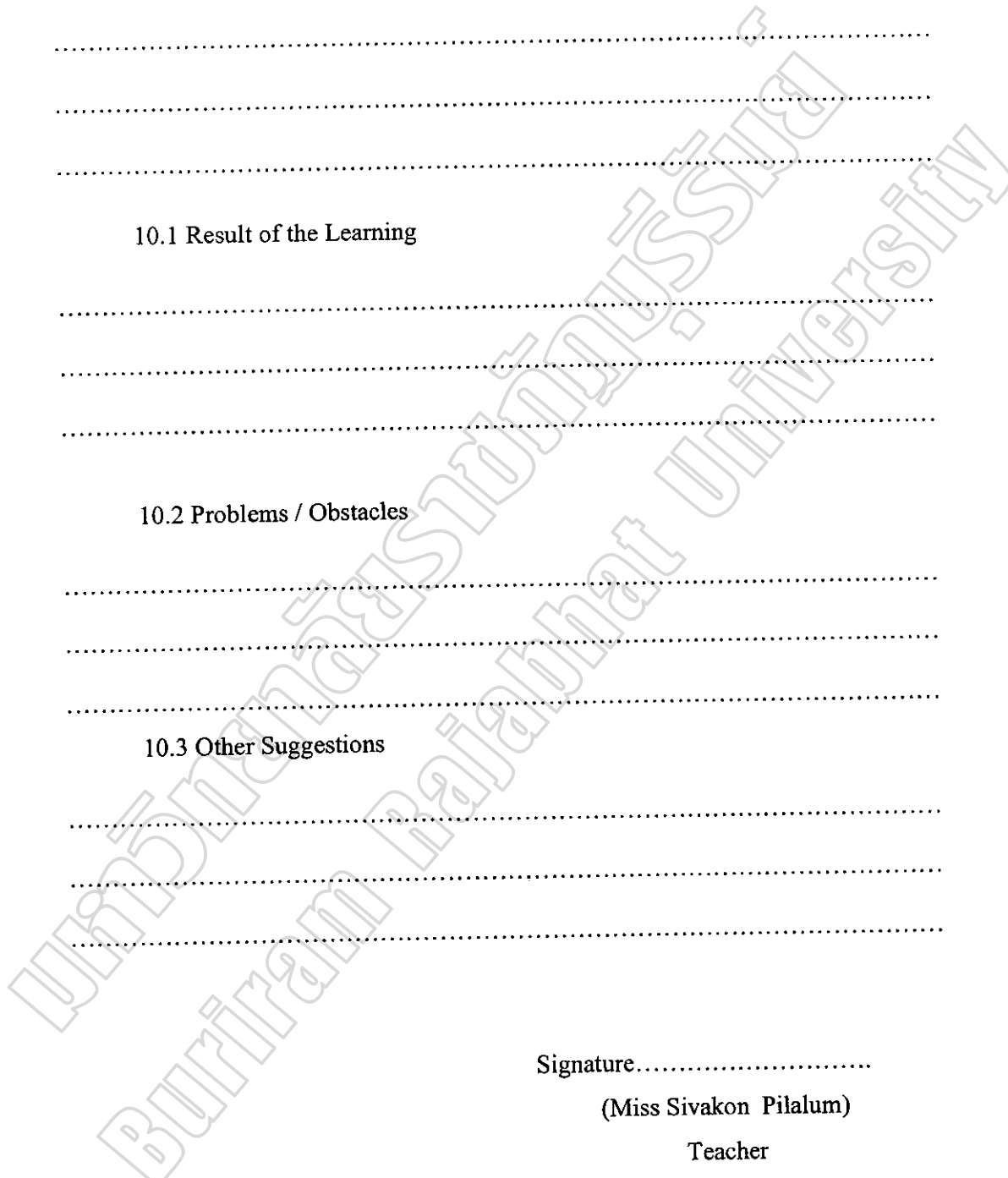
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Signature.....

(Miss Sivakon Pilalum)

Teacher

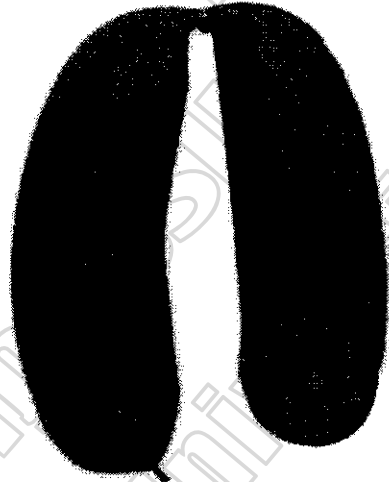
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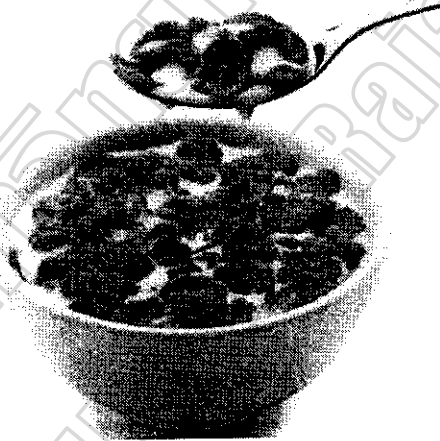
flashcard



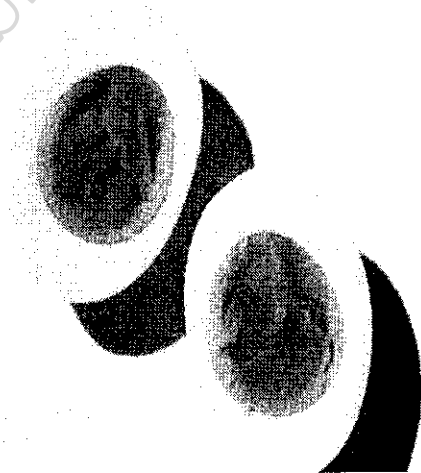
beef



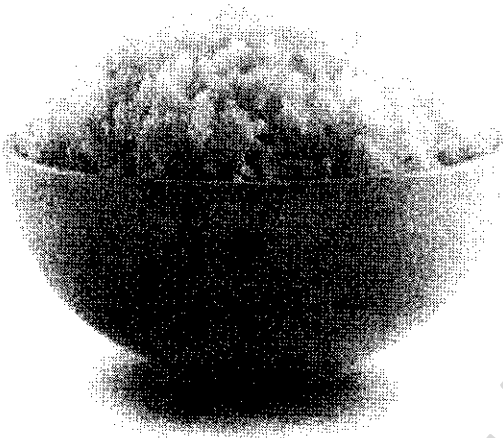
sausage



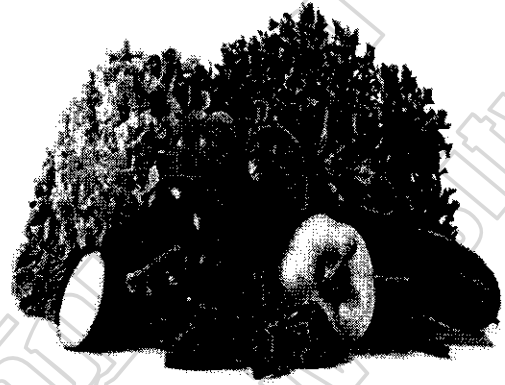
cereal



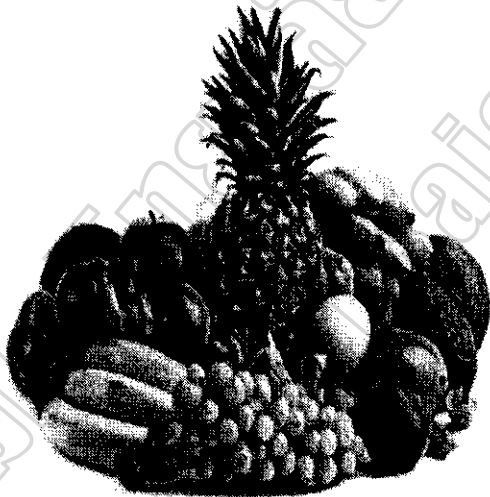
egg



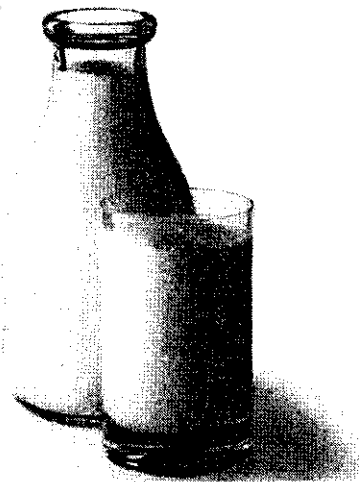
rice



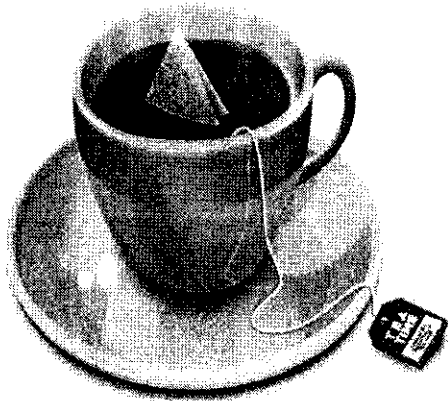
vegetable



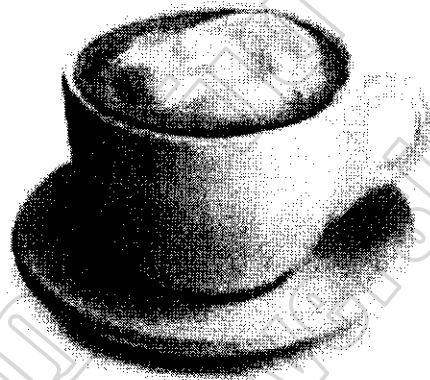
fruits



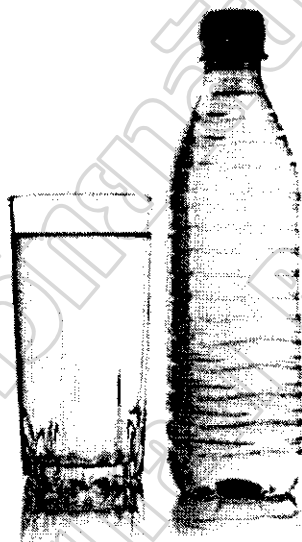
milk



tea



coffee



water



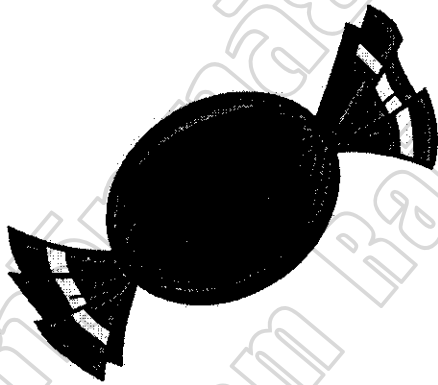
lollipop



cake

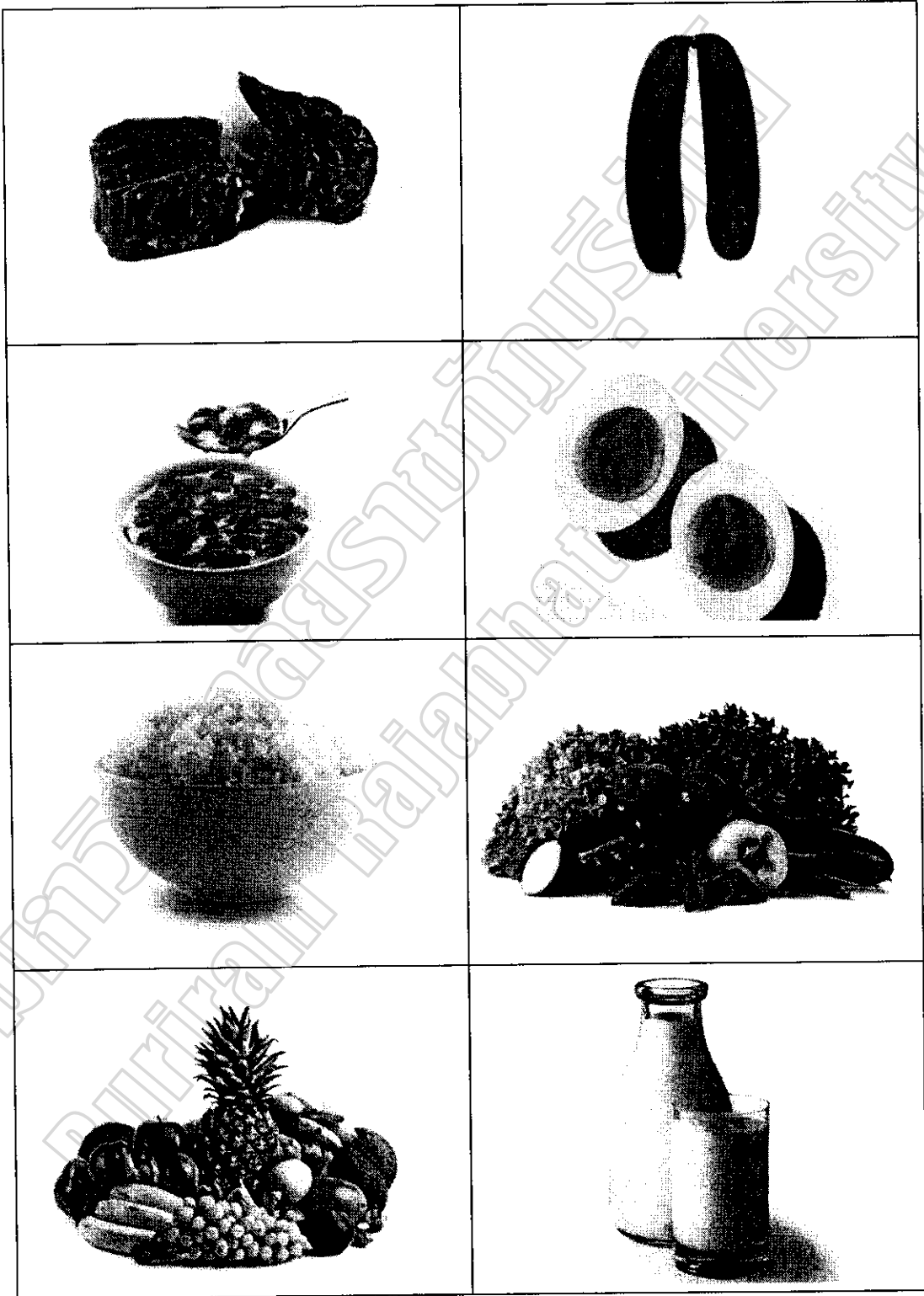


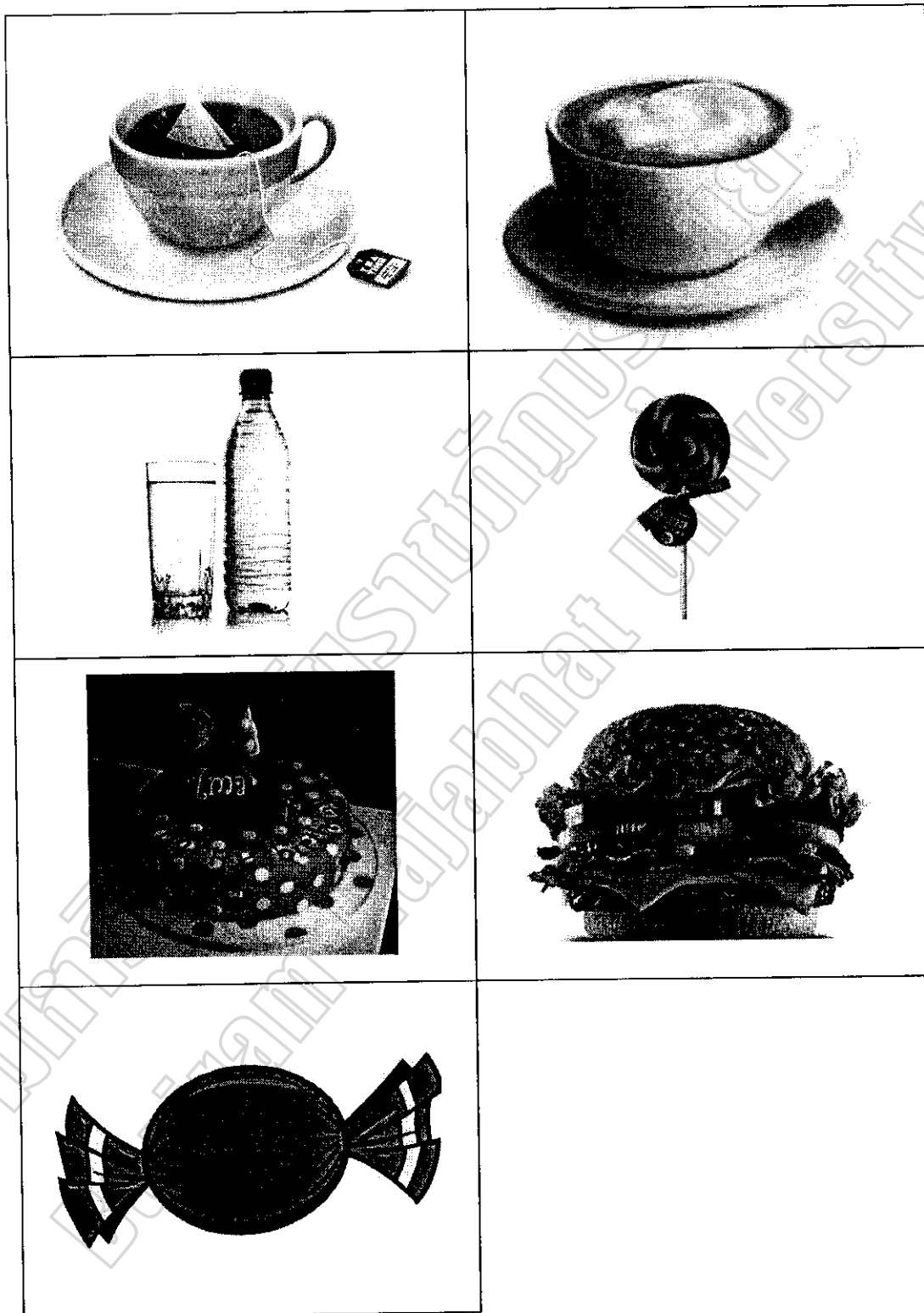
hamburger



candy

Picture card





Word cards

Beef	sausage
Cereal	egg
Rice	vegetable
Fruits	Milk

Tea	coffee
Water	lollipop
Cake	hamburger
Candy	

Pre-Test

1. What is the mean of picture?

- a. fruits
- b. tea
- c. cereal
- d. beef



2. What is the mean of picture?

- a. candy
- b. lollipop
- c. an egg
- d. cake



3. Which picture is the mean of beef?

a.



b.



c.



d.



4. Which picture is the mean of tea?

a.



b.



c.

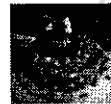


d.

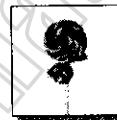


5. Which picture is the mean of lollipop?

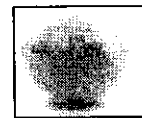
a.



b.



c.



d.



6. I'm _____. I want some hamburger.

- a. thirsty
- b. hungry
- c. food
- d. drink

7. Do you like cake?

- a. Yes, I do.
- b. Yes, I do not.
- c. No, I do.
- d. No, I do not.

8. I eat _____.

- a. hamburger
- b. sausage
- c. cake
- d. fruits



9. I drink _____.

- a. fruits
- b. cake
- c. milk
- d. lollipop

10. A: _____

B: I like lollipop.











- a. What do you want to drink?
- b. Do you like cake?
- c. What do you want to eat?
- d. What food do you like?




Exercise 1



Direction: Fill in the bank.













beef	sausage	cereal	vegetable	fruits
tea	lollipop	cake	hamburger	candy



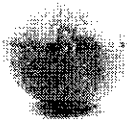

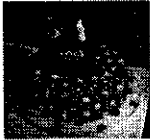



 1.....	 2.....	 3.....
 4.....	 5.....	 6.....
 7.....	 8.....	 9.....
 10.....		



Exercise 2

Direction: Write the sentences about like, don't like.



Example:   I don't like sausage.
 I like egg.

<p>1.  </p>	<p>..... </p>
<p>2.  </p>	<p>..... </p>
<p>3.  </p>	<p>..... </p>
<p>4.  </p>	<p>..... </p>
<p>5.  </p>	<p>..... </p>
<p>6.  </p>	<p>..... </p>

7.  	<p>.....</p> <p>.....</p>
8.  	<p>.....</p> <p>.....</p>
9.  	<p>.....</p> <p>.....</p>
10.  	<p>.....</p> <p>.....</p>







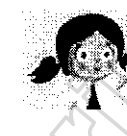




Exercise 3






Direction: Look at the pictures and answer or questions. (10 point)

Example:  

Do you like milk?

Yes, I do.

1.	 	<p>A: Do you like milk?</p> <p>B:</p>
2.	 	<p>A: Do you like coffee?</p> <p>B:</p>
3.	 	<p>A: Do you like hamburger?</p> <p>B:</p>
4.	 	<p>A: Do you like cake?</p> <p>B:</p>
5.	 	<p>A:</p> <p>B: No, I don't.</p>

6.		<p>A:</p> <p>B: No, I don't.</p>
7.		<p>A:</p> <p>B: Yes, I do.</p>
8.		<p>A:</p> <p>B: No, I don't.</p>
9.		<p>A:</p> <p>B:</p>
10.		<p>A:</p> <p>B:</p>

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Buriram Rajabhat University



Direction: Write junk food and health food in the table.

Healthy food	Junk food
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Post-test

1. Which picture is the mean of tea?



2. I'm _____. I want some hamburger.

- a. thirsty
- b. hungry
- c. food
- d. drink

3. Do you like cake?

- a. Yes, I do.
- b. Yes, I do not.
- c. No, I do.
- d. No, I do not.

4. What is she like food and drink?

- a. She likes milk and water.
- b. She likes cake and vegetables.

c. She likes cake and coffee.

d. She like coffee and tea.

5. I eat _____.

- a. hamburger
- b. sausage
- c. cake
- d. fruits



6. What is the mean of picture?

- a. candy
- b. lollipop
- c. an egg
- d. cake



7. I drink _____.

- a. fruits
- b. cake
- c. milk
- d. lollipop

8. What is the mean of picture?

- a. fruits
- b. tea
- c. cereal
- d. beef



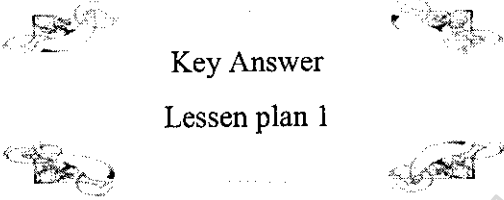
9. A: _____

B: I like lollipop.

- a. What do you want to drink?
- b. Do you like cake?
- c. What do you want to eat?
- d. What food do you like?

10. Which picture is the mean of beef?





Key Answer
Lessen plan 1

Pre-test

- | | |
|------|-------|
| 1. c | 2. a |
| 3. d | 4. b |
| 5. b | 6. b |
| 7. a | 8. a |
| 9. c | 10. d |

Exercise 1

- | | | |
|--------------|-----------|--------------|
| 1. beef | 2. cereal | 3. vegetable |
| 4. fruits | 5. tea | 6. sausage |
| 7. cake | 8. candy | 9. hamburger |
| 10. lollipop | | |

Exercise 2

1. I like milk.
I don't like vegetable.
2. I like lollipop.
I don't like coffee.
3. I like hamburger.
I don't like tea.
4. I like fruits.
I don't like cake.

Key Answer

Lessen plan 1

Exercise 2

5. I like sausage.
I don't like cereal.
6. I like water.
I don't like coffee.
7. I like egg.
I don't like beef.
8. I like rice.
I don't like hamburger.
9. I like cake.
I don't like candy.
8. I like tea.
I don't like coffee.

Exercise 3

1. Yes, I do.
2. No, I don't.
3. Yes, I do.
4. Yes, I do.
5. Do you like cereal?
6. Do you like vegetables?
7. Do you like beef?
8. Do you like candy?
9. Do you like lollipop?
Yes, I do.

Key Answer

Lessen plan 1



Exercise 3

9. Do you like sausage?



Yes, I do.

Exercise 4

Healthy food	Junk food
1. beef	1. coffee
2. sausage	2. lollipop
3. cereal	3. cake
4. egg	4. hamburger
5. rice	5. candy
6. vegetable	
7. fruit	
8. milk	
9. tea	
10. water	



Key Answer



Lessen plan 1

Post-test

- | | |
|------|-------|
| 1. b | 2. b |
| 3. a | 4. c |
| 5. a | 6. a |
| 7. c | 8. c |
| 9. d | 10. d |

Lesson Plan 2

Course: Fundamental English (E15101)

Grade Level: Grade 5

Theme: Vocabulary

Topic: Weather and seasons

Semester 2/2017

Time Allocation: 4 periods

1. Concept

Weathers and Seasons Learn about weather and seasons. Students are expected to have basic skills in using English for communication. Learners can listen, speak, read, write vocabulary, sentences, and situations using the correct language. Accordance with the culture of language.

2. Standard Performance Indicators

Standard F1.1: Understanding of and capacity to interpret what has been Heard and read from various types of media, and ability to express opinions with Proper reasoning

Indicator 2: Accurately read aloud sentences, texts and short poems by observing the principles of reading.

Indicator 3: Specify/draw the symbols or signs corresponding to the meanings of sentences and short texts heard or read.

Indicator 4: Tell the main points and answer questions from listening to and reading dialogues and simple tales or short texts.

Standard F1.3: Ability to present data, information, concepts and views about various matters through speaking and writing

Indicator 1: Speak/write give data about the themselves, their friends and the environment around them.

Standard F3.1: Using of the foreign languages to link knowledge with other learning areas.

Indicator 1: Search for and collect the terms related to other learning areas, and present them through speaking.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society.

Indicator 1: Listening, speak and read/write in various situations in the classroom and in school.

Standard F4.2: Using of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

Indicator 1: Use foreign languages to search for collect various data.

3. Objectives

Terminal Objective

Students are able to speak and write the vocabulary about food and drink
Though flashcards.

Enabling Objectives

At the end of the lesson students are able to...

2.1 Students are able to spell, pronounce and tell the meaning of the vocabulary about the weather and season.

2.2 Students are able to use the vocabulary about the weather and season in contexts.

2.3 Student writes to ask and answer questions about the weather correctly.

4. Content

4.1 Vocabulary: hot, cold, rainy, sunny, cloudy, spring, snowy, cool, dry, wet, season, summer, spring, autumn, winter, windy

4.2 Structure: - What's the weather today?

It's

- What season is it?

It's.....

- What's the weather like in เดือนต่าง?

It's sunny, windy, cold and wet.

4.3 Explaining: Explaining the meaning of weather and season.

4.4 Culture: language and cultural activities such as game play, flashcard reading.

5. Learning and Teaching Activities

Warm – up

1. Teacher greets the students and states the learning objectives.
2. Students do the pre-test.
3. Teacher informs students about the topic.

Presentation

1. Teachers sort the flashcards by slipping from front to back. The flashcards that the child wants to see is the last of the flashcards.
2. Teacher shows flashcards and says the words. (Students look at the picture just listen.)
2. Teacher show picture again and say the words.
3. Student repeats after teacher (whole class, pair, individual)
4. Student come hold the flashcard and other say the word.
5. Teachers discuss with the students about the weather what the weather today.

T-Ss : What's the weather today?

Ss-T : It's today.

T-Ss: What season is it?

Ss-T: It's spring/summer/autumn/winter/rainy season.

6. Sstudents to think about how in Thailand there are different seasons or different countries.

Teacher answer: Thailand has three seasons: rainy season and cool season.

Practice

1. Students fill the word in the bank. (Exercise 1)
2. Student play “Pelmanism game”

T-Ss : Teacher divide students in 4 group (A, B, C, D)

T-Ss : Give student one set of cards to each groups.

Ss : Student to mix the cards up and put them face down and take turn two cards if they match give them to yourself. But, if they don't match, you turn them face down and don't changing their position.

T-Ss : Teacher ask student to do something?

T-Ss : Teacher tell students to start the game. (gesture)

Ss-T : Teacher walk around to check and help students pronounce difficult sounds if there are problems.

3. Students look at the pictures and write the answers. (Exercise 2)

4. Student complete the sentences. (Exercise 3)

Production

1. Students work in group to conclude that in different seasons. What can students do? Let's make a mind mapping. (Exercise 4)

Wrap up

1. Teacher and students check the vocabulary. (Use technique flash to checking)

2. Teacher and students check worksheets together.

3. Students do the post-test.

6. Teaching Materials

6.1 Pre-test / Post-test

6.2 Flashcards

6.3 Word cards and pictures

6.4 Exercise 1-4

7. Measurement and Evaluation

7.1 Observe about their attention.

7.2 Observe about their participation.

7.3 Check their worksheet.

7.4 Check their Pre-test / Post-test

8. Suggestion Activities/ Other Comments

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9. School Director Comments and Suggestions

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10. Remark

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10.1 Result of the Learning

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10.2 Problems / Obstacles

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10.3 Other Suggestions

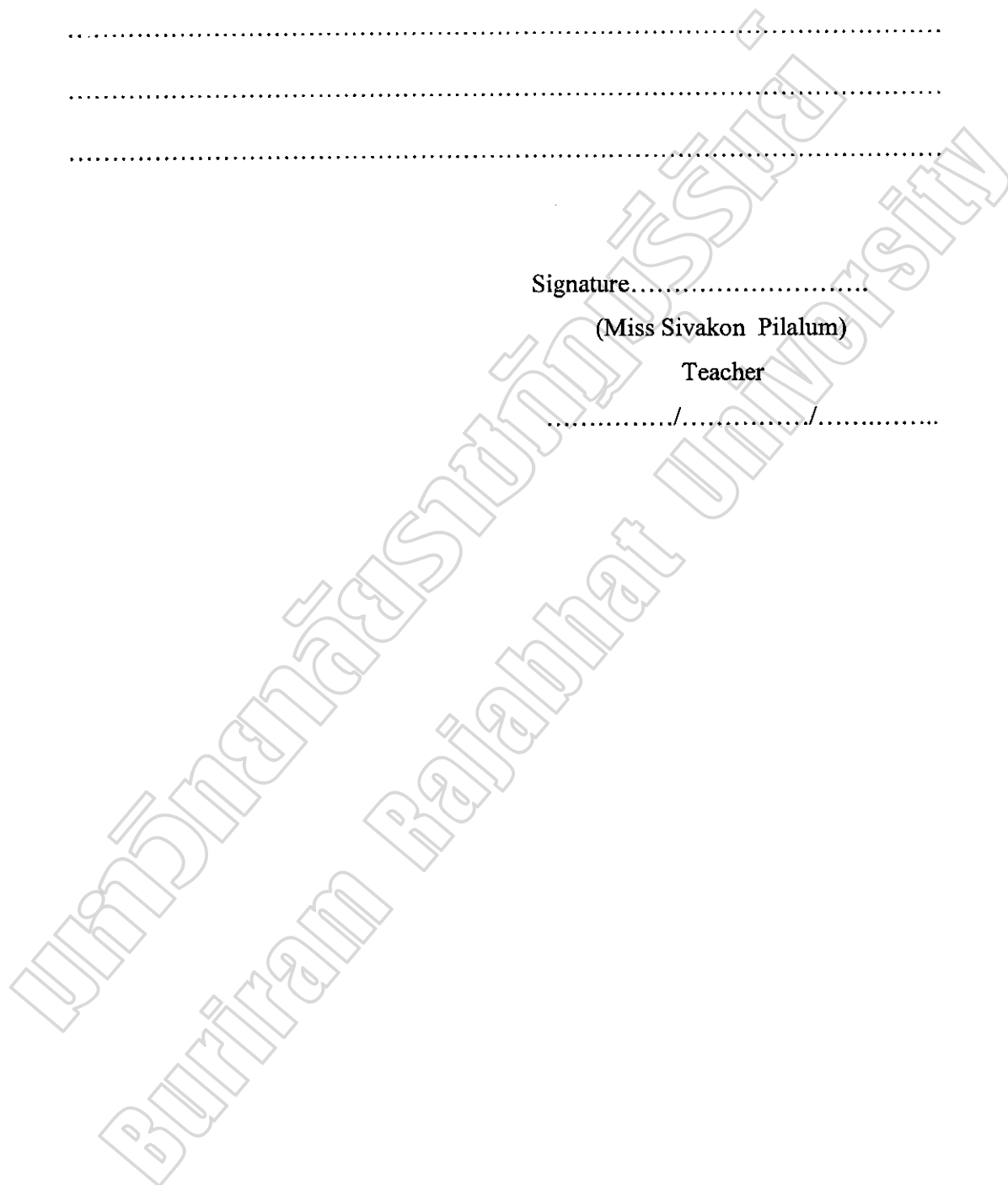
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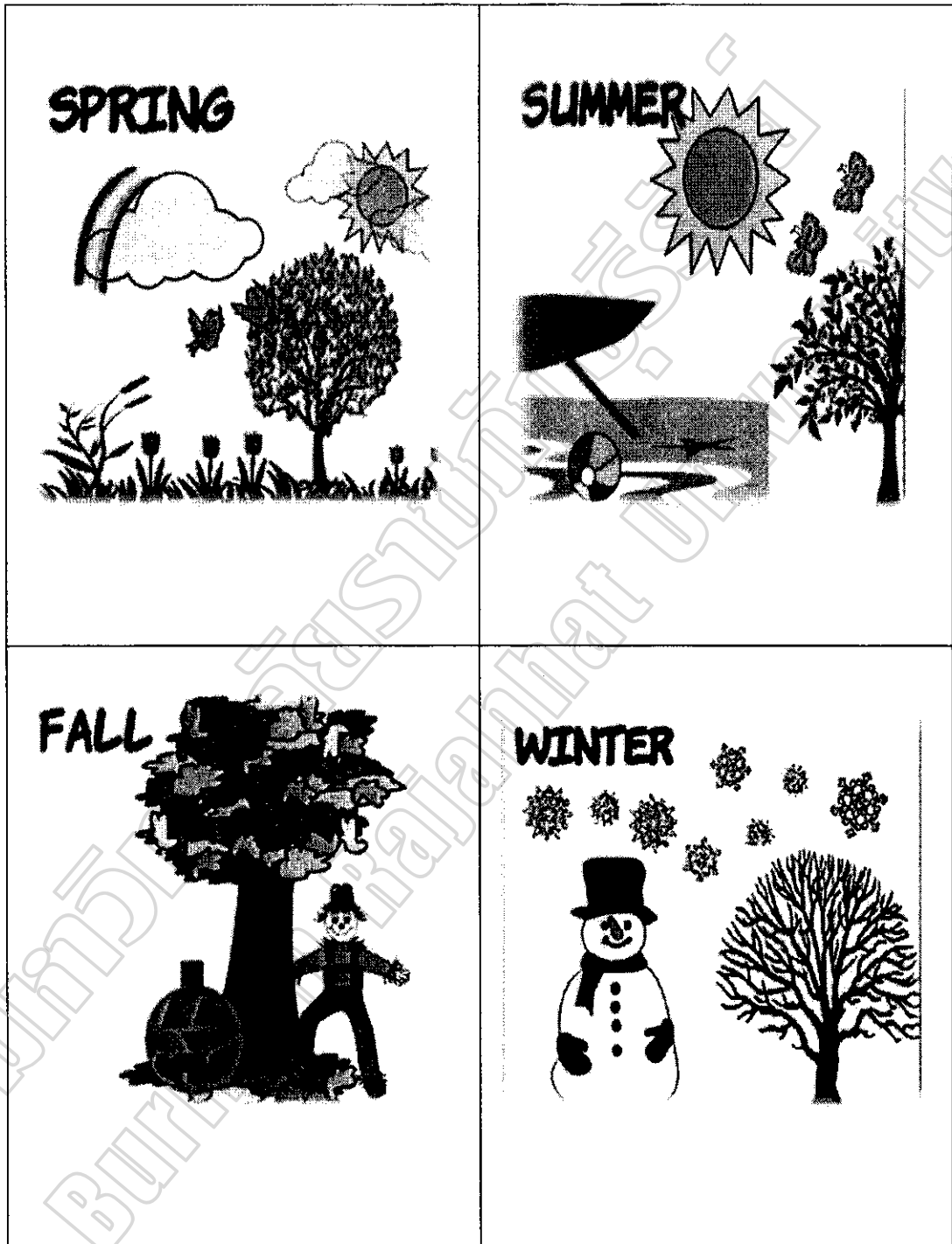
(Miss Sivakon Pilalum)

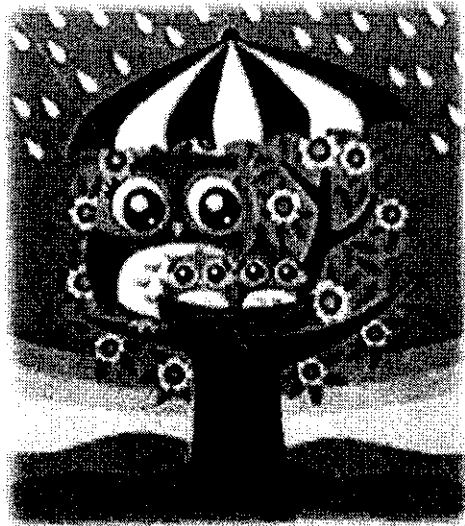
Teacher

...../...../.....



Flashcard





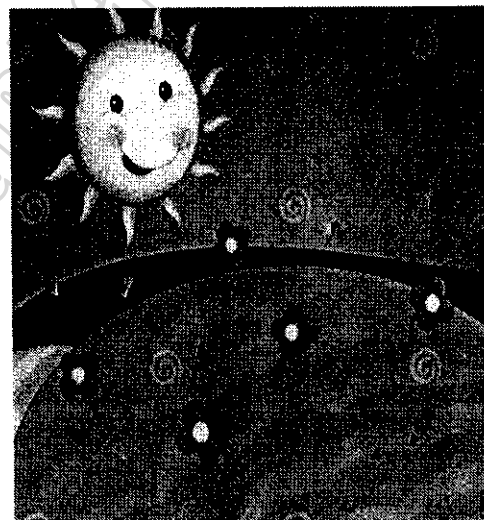
RAINY SEASON



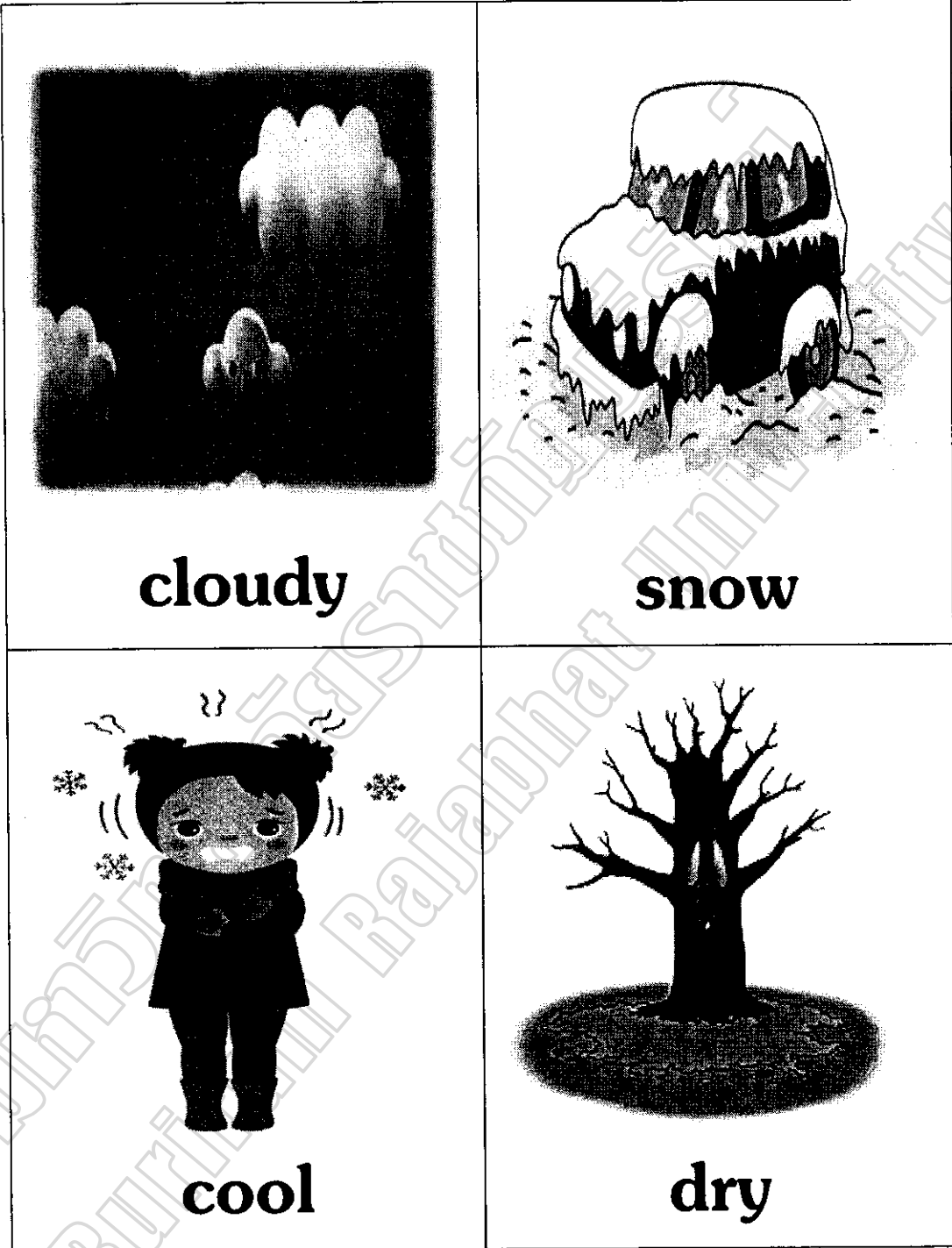
hot



rainy



sunny





wet



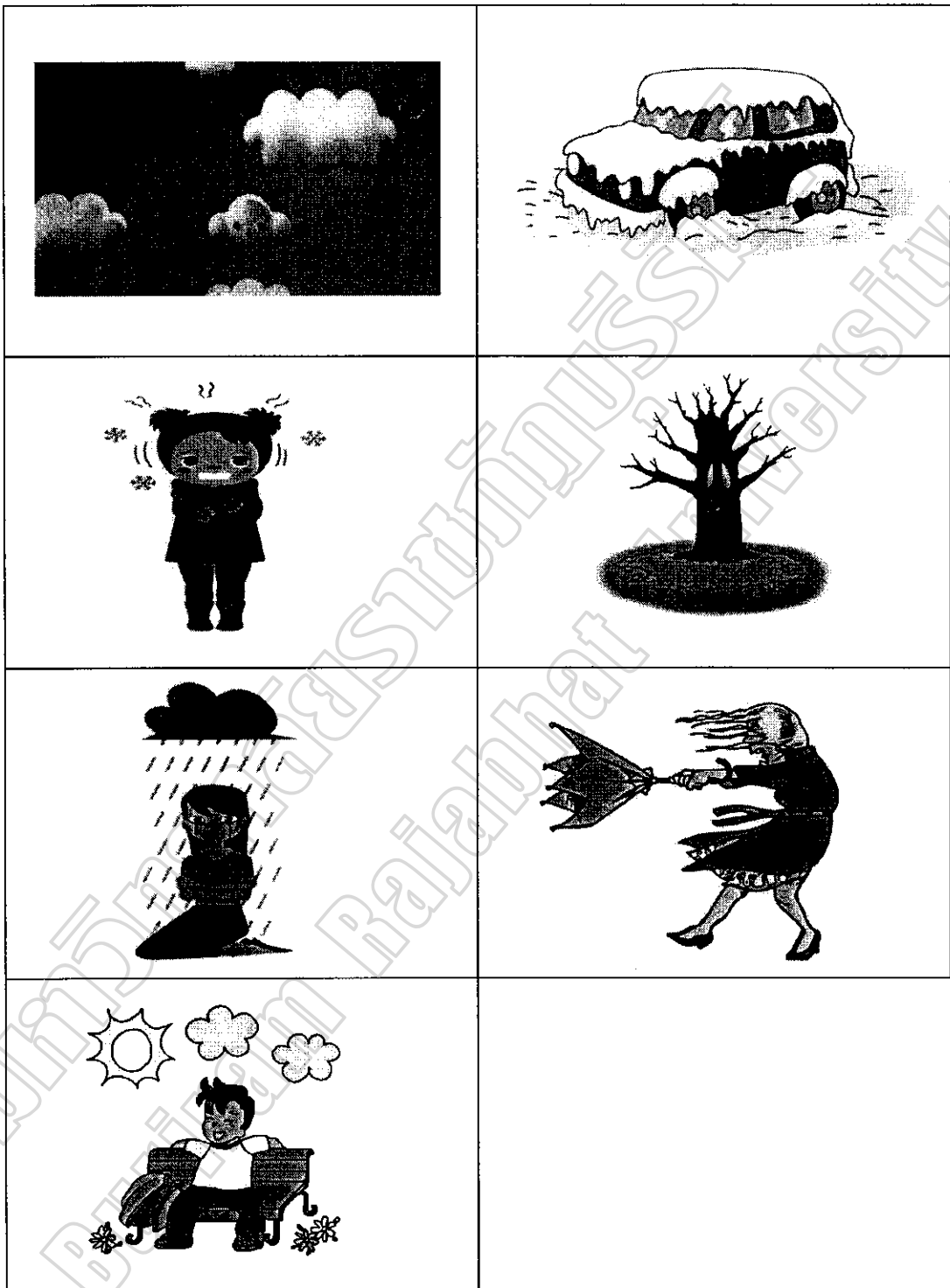
windy



warm

Picture card







Word cards

hot	cold
rainy	sunny
cloudy	spring
snowy	cool
hot	cold

dry	wet
season	summer
autumn	winter
windy	warm

Pre-Test

Direction: Choose the best answer.

<p>1. What is the weather like today?</p> <p>a. It is stormy.</p> <p>b. It is cloudy.</p> <p>c. It is sunny.</p> <p>d. It is snowy.</p>  <p>2. What is the weather like today?</p> <p>a. It is stormy.</p> <p>b. It is cloudy.</p> <p>c. It is sunny.</p> <p>d. It is snowy.</p>  <p>3. Sara: What is the weather like in summer?</p> <p>Mink: It is</p> <p>a. hot and sunny</p> <p>b. hot and windy</p> <p>c. warm and wet</p> <p>d. cool and dry</p> <p>4. Noyna: What is the weather like in rainy?</p> <p>Mekky: It is</p> <p>a. hot and sunny</p> <p>b. windy and wet</p> <p>c. warm and wet</p> <p>d. cool and dry</p>	<p>5. It is..... I wear sunglasses and Hat when I go outside.</p> <p>a. windy</p> <p>b. sunny</p> <p>c. winter</p> <p>d. rainy</p> <p>6. We often in winter season.</p> <p>a. fly kites</p> <p>b. wear boots</p> <p>c. wear blouse.</p> <p>d. play snowball</p> <p>7. It is cool in winter. I am wearing.....</p> <p>a. rain cold</p> <p>b. sunglasses</p> <p>c. sweater</p> <p>d. skirt</p> <p>8. It is outside. I go to the beach.</p> <p>a. warm</p> <p>b. rainy</p> <p>c. cold</p> <p>d. cool</p>
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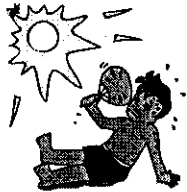

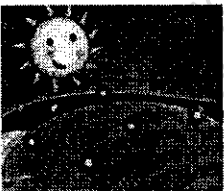



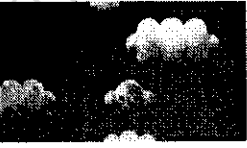
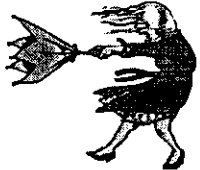
<p>9. It is outside. I wear shorts.</p> <ul style="list-style-type: none">a. snowb. wetc. warmd. cool <p>10. I like drink cool water. When I fill ?</p> <ul style="list-style-type: none">a. coldb. coolc. wetd. hot	
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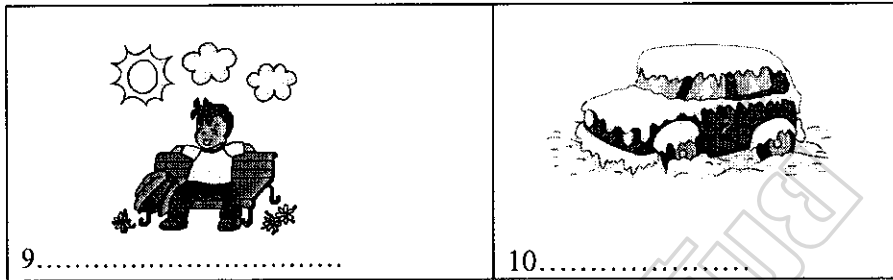


Exercise 1

Direction: Fill in the bank.

warm	cloudy	snowy	windy	hot
rainy	sunny	wet	dry	cool

 <p>1.....</p>	 <p>2.....</p>
 <p>3.....</p>	 <p>4.....</p>
 <p>5.....</p>	 <p>6.....</p>
 <p>7.....</p>	 <p>8.....</p>





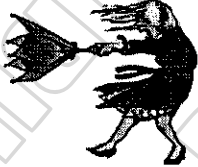

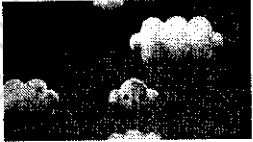

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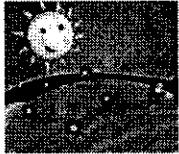
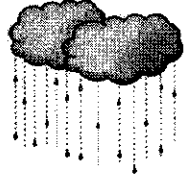


Exercise 2

Direction: Look at the pictures and write the answers.

What is the weather like today?



	<p>1. It is hot</p>
	<p>2.</p>
	<p>3.</p>
	<p>4.</p>
	<p>5.</p>
	<p>6.</p>

	7.
	8.
	9.
	10.

**Exercise 3**

Direction: complete the sentences fill weather and season.

1. He puts on a scarf on a..... day.
2. You take a hat when the weather is
3. I put on sunglasses on a day.
4. She takes an umbrella on a day.
5. They are wearing rain cord on day.
6. They put on sweater on a day.
7. He wearing shorts in
8. When it is, I fly a kite.
9. We go to the beach. In
10. We can see a rainbow on day.

**Exercise 4**

Direction: Conclude that in different seasons. What can students do? Let's make a mind mapping.

A large empty rectangular box intended for students to create a mind map. The box is currently blank, with a faint watermark of 'Buriram Rajabhat University' visible across it.

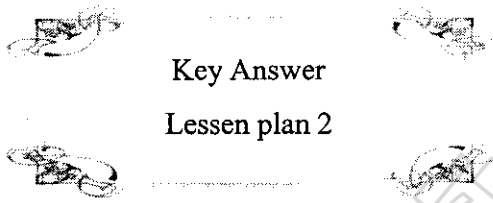
Post-Test

Direction: Choose the best answer.

<p>1. Sara: What is the weather like in summer? Mink: It is a. hot and sunny b. hot and windy c. warm and wet d. cool and dry</p> <p>2. It is I wear sunglasses and Hat when I go outside. a. windy b. sunny c. winter d. rainy</p> <p>3. It is cool in winter. I am wearing..... a. rain cold b. sunglasses c. sweater d. skirt</p> <p>4. It is outside. I wear shorts. a. snow b. wet c. warm d. cool</p>	<p>5. It is outside. I go to the beach. a. warm b. rainy c. cold d. cool</p> <p>6. I like drink cool water. When I fill ? a. cold b. cool c. wet d. hot</p> <p>7. What is the weather like today? a. It is stormy. b. It is cloudy. c. It is sunny. d. It is snowy.</p> <p>8. What is the weather like today? a. It is stormy. b. It is cloudy. c. It is sunny. d. It is snowy.</p>
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<p>9. We often in winter season.</p> <ul style="list-style-type: none">a. fly kitesb. wear bootsc. wear blouse.d. play snowball <p>10. Noyna: What is the weather like in rainy?</p> <p>Mekky: It is</p> <ul style="list-style-type: none">a. hot and sunnyb. windy and wetc. warm and wetd. cool and dry	
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Key Answer

Lessen plan 2

Exercise 1

- | | |
|------|-------|
| 1. d | 2. c |
| 3. a | 4. b |
| 5. b | 6. d |
| 7. c | 8. a |
| 9. c | 10. d |

Exercise 2

- | | |
|-----------|----------|
| 1. hot | 2. Rainy |
| 3. sunny | 4. Wet |
| 5. cool | 6. Dry |
| 7. cloudy | 8. Windy |
| 9. warm | 10. Snow |

Exercise 3

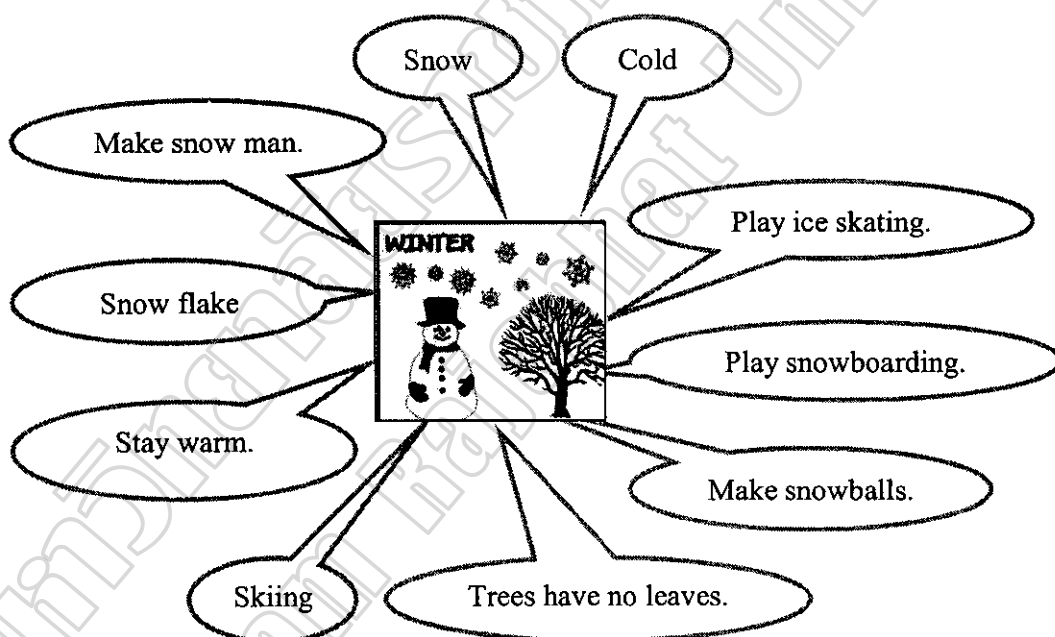
- | | |
|------------------|-----------------|
| 1. It is hot. | 2. It is snow. |
| 3. It is windy. | 4. It is warm. |
| 5. It is cloudy. | 6. It is dry. |
| 7. It is cool. | 8. It is sunny. |
| 9. It is rainy. | 10. It is wet |

Key Answer

Lessen plan 2

Exercise 4

Sample answers.



Post-test

- | | |
|------|-------|
| 1. a | 2. b |
| 3. c | 4. c |
| 5. a | 6. d |
| 7. d | 8. c |
| 9. d | 10. b |

Lesson Plan 3

Course: Fundamental English (E15101)

Grade Level: Grade 5

Theme: Vocabulary

Topic: Sickness

Semester 2/2017

Time Allocation: 4 periods

1. Concept

Sickness is learning about meals. Students are expected to have basic skills in using English for communication. Learners can listen, speak, read, write vocabulary, form sentences, and situations in which to use the language correctly.

2. Standard Performance Indicators

Standard F1.1: Understanding of and capacity to interpret what has been Heard and read from various types of media, and ability to express opinions with Proper reasoning

Indicator 2: Accurately read aloud sentences, texts and short poems by observing the principles of reading.

Indicator 3: Specify/draw the symbols or sings corresponding to the meanings of sentences and short texts heard or read.

Indicator 4: Tell the main points and answer questions from listening to and reading dialogues and simple tales or short texts.

Standard F1.3: Ability to present data, information, concepts and views about various matters though speaking and writing

Indicator 1: Speak/write give data about the themselves, their friends and the environment around them.

Standard F3.1: Using of the foreign languages to link knowledge with other learning areas.

Indicator 1: Search for and collect the terms related to other learning areas, and present them through speaking.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society.

Indicator 1: Listening, speak and read/write in various situations in the classroom and in school.

Standard F4.2: Using of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

Indicator 1: Use foreign languages to search for collect various data.

3. Objectives

Terminal Objective

Students are able to speak and write the vocabulary about healthy though flashcard.

Enabling Objectives

At the end of the lesson students are able to...

2.1 Students are able to spell, pronounce and tell the meaning of the vocabulary about the sick.

2.2 Students are able to use the vocabulary about the sick in contexts.

2.3 Student speaks and writes to ask and provide information about person's sick.

4. Content

4.1 Vocabulary: toothache, headache, stomachache, fever, cough, earache, cold, sore throat, back-ache, broken arm, broken leg, Runny nose, swollen thumb, rash, bruise

4.2 Structure: - What's the matter?

- Are You all right?

I have stomachache today.

I have a toothache too.

- What does stomachache mean?

- What does toothache mean?

4.3 Explaining: Explaining the meaning of healthy.

4.4 Culture: language and cultural activities such as game play, flashcard reading.

5. Learning and Teaching Activities

Warm – up

1. Teacher greets the students and states the learning objectives.
2. Students do the pre-test.
3. Teacher greets the class.

T : How are you today?

Ss : I' m find. Thank you, and you?

T : No, I have a toothache.

T : Do you know the meaning of a toothache.

Presentation

1. Teachers sort the flashcards by slipping from front to back. The flashcards that the child wants to see is the last of the flashcards.

2. Teacher shows flashcards and says the words. (Students look at the picture just listen.)

2. Teacher show picture again and say the words.

3. Student repeats after teacher (whole class, pair, individual)

4. Student come hold the flashcard and other say the word.

T-Ss : What the matter with you/him/her?

Ss-T : I have a fever.

He / She has a toothache.

5. Teachers and students helped to summarize the symptoms. What are the characteristics by asking?

T-Ss: What does stomachache mean?

Ss-T: It means when your stomach is hurt, not eating food, eat expired food, etc.

T-Ss: What does toothache mean?

Ss-T: It means when your tooth are hurt, have cavity, it push your gum,
etc.

Practice

1. Teacher gives match the picture with the word. (Exercise 1)
2. Students change their worksheets to their friends and check.
3. Teacher divide students group from count A, B, C.
4. Teacher get students to do back to the board game.
 - 4.1. Students make a line in group. The first person comes to the board (mine).
 - 4.2. When teacher write the word, turn around face to face with your friends.
 - 4.3. Student in a line guesses the word from mine.
 - 4.4. And then the first person went to the back of the line, giving the second person is mine.
 - 4.5 Which group guesses most the word is the winner.
 - 4.6. Look at the pictures and write the answers.(Exercise 2)
 - 4.7 (Exercise 3)

Production

1. Students work in group to conclude that in different seasons. What can students do? Let's make a mind mapping. (Exercise 4)

Wrap up

1. Teacher and students check the vocabulary. (Use technique flash to checking)
2. Teacher and students check worksheets together.
3. Students do the post-test.

6. Teaching Materials

- 4.1 Pre-test / Post-test
- 4.2 Flashcards
- 4.3 Word cards and pictures

4.3 Exercise 1-4

7. Measurement and Evaluation

- 7.1 Observe about their attention.
- 7.2 Observe about their participation.
- 7.3 Check their worksheet.
- 7.4 Check their Pre-test / Post-test

8. Suggestion Activities/ Other Comments

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9. School Director Comments and Suggestions

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10. Remark

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10.1 Result of the Learning

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10.2 Problems / Obstacles

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10.3 Other Suggestions

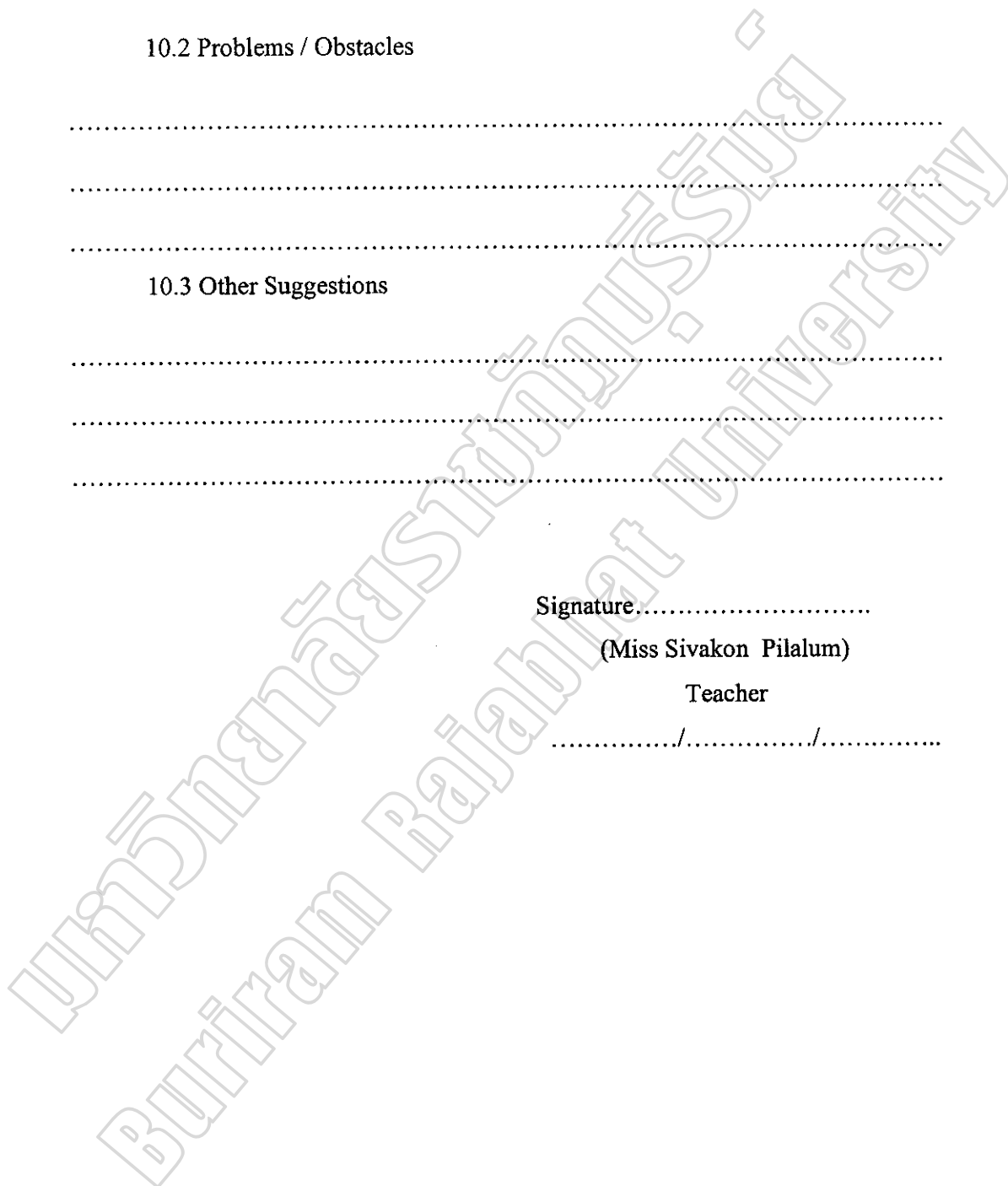
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Signature.....

(Miss Sivakon Pilalum)

Teacher

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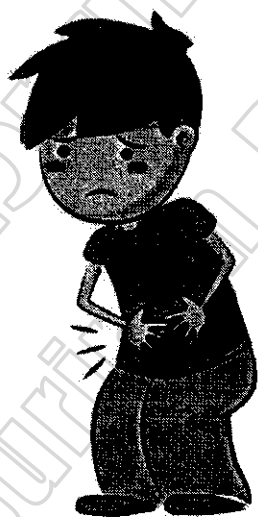
Flashcard



toothache



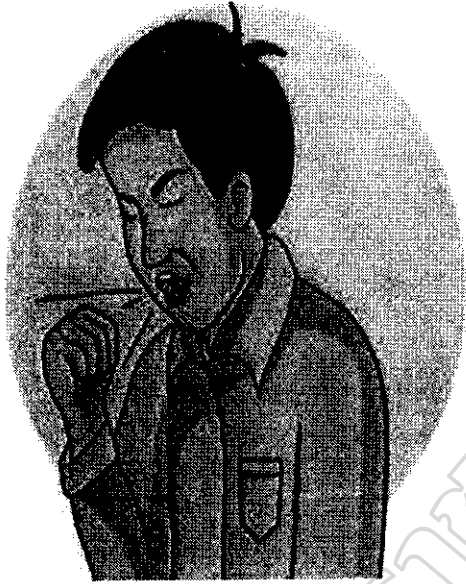
headache



stomachache



fever



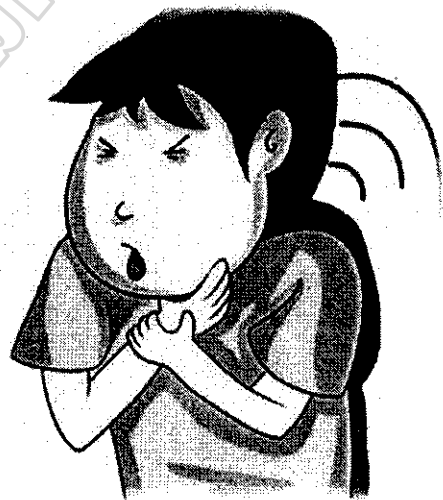
cough



earache



cold



sore throat



back-ache



broken arm



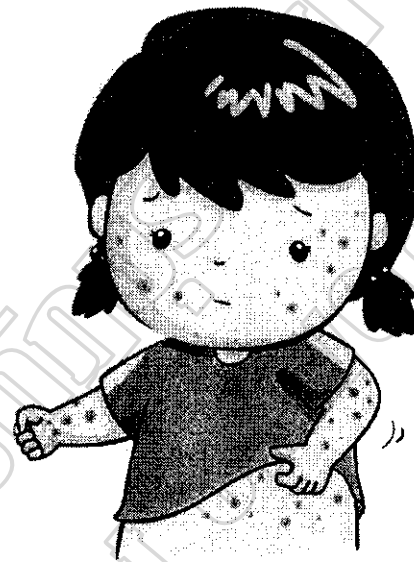
broken leg



runny nose



swollen thumb



rash



bruise

Picture card





Word cards

a toothache	a headache
a stomachache	a fever
a cough	an earache
a cold	a sore throat
a back-ache	a broken arm


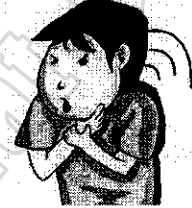




a broken leg	a Runny nose
a swollen thumb	a rash
a bruise	

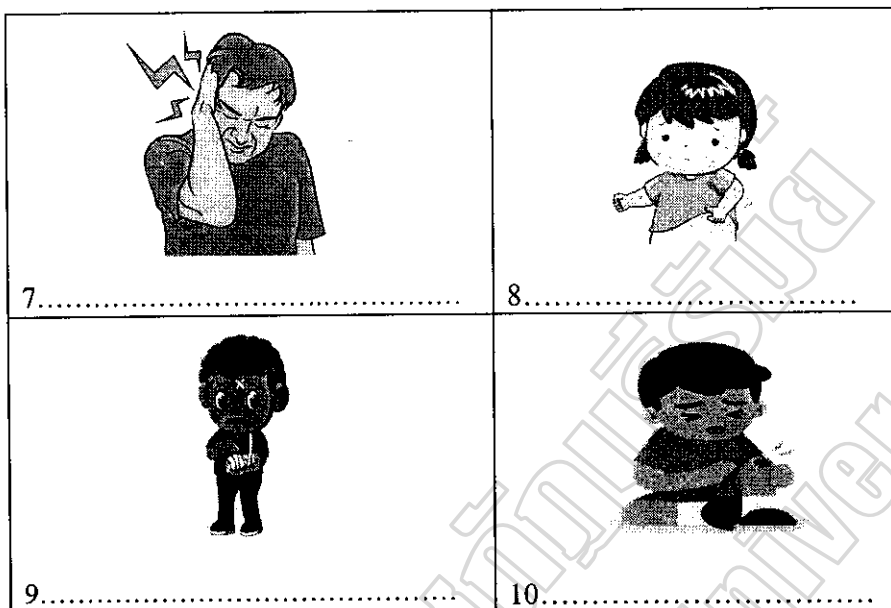


Exercise 1

Direction: Fill in the bank.

a toothache	a headache	a fever	an earache
a sore throat	back-ache	a broken arm.	a broken arm.
a broken leg	a rash	a bruise	

 <p>1.....</p>	 <p>2.....</p>
 <p>3.....</p>	 <p>4.....</p>
 <p>5.....</p>	 <p>6.....</p>



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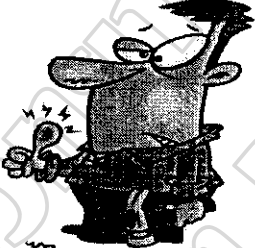
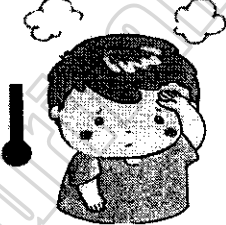


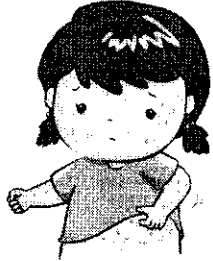




Exercise 2

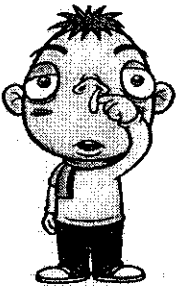

Direction: Look at the pictures and write the answers.

What is the matter?



	1. He has got an earache.
	2.
	3.

	4.
	5.
	6.
	7.
	8.

 A cartoon illustration of a boy with a large head and wide eyes, looking thoughtful with his hand on his chin.	9.
 A cartoon illustration of a boy in a dark coat, coughing into his elbow.	10.


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Exercise 3






Direction: Look at the pictures and answer or questions. (10 point)

Example:



A: What is the matter with him?
B: He has a fever.

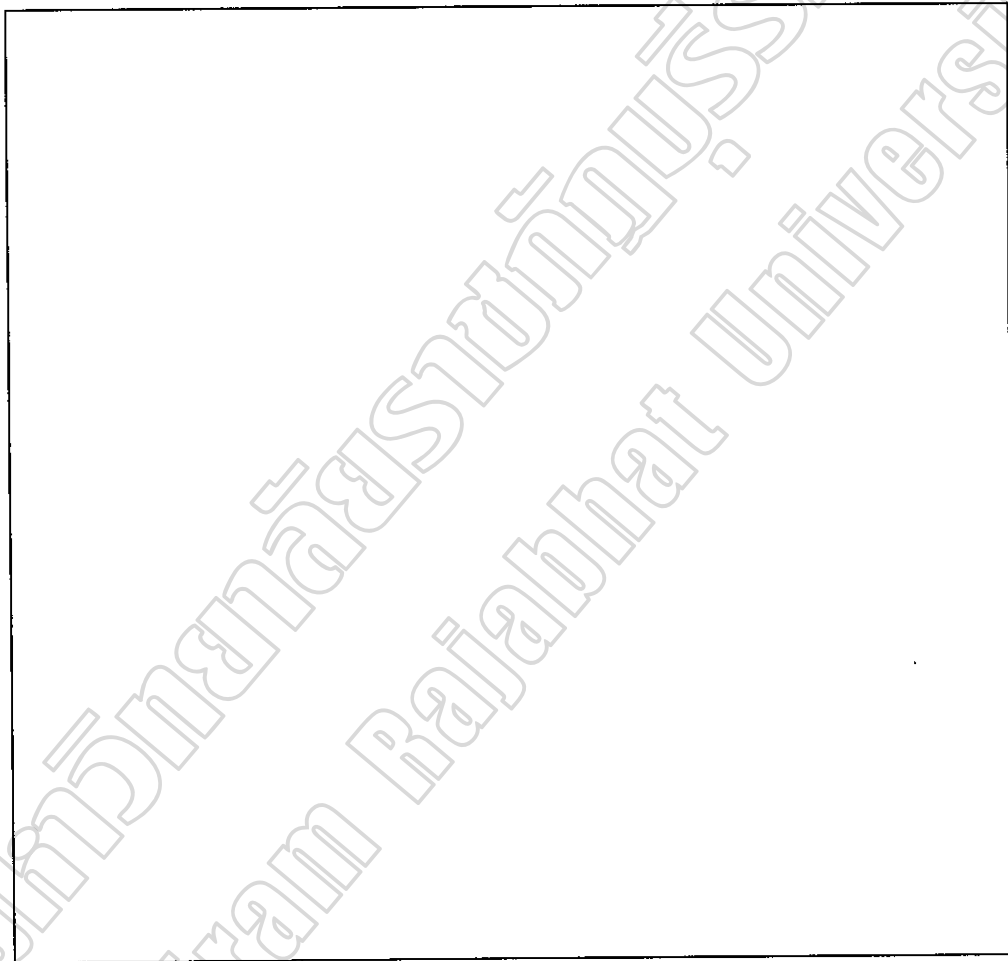
1.		A: What is the matter with her? B:
2.		A: What is the matter with him? B:
3.		A: What is the matter with him? B:
4.		A: What is the matter with her? B:
5.		A: What is the matter with him? B:

6. 	A: What is the matter with him? B:
7. 	A: What is the matter with her? B:
8. 	A: What is the matter with him? B:
9. 	A: What is the matter with him? B:
10. 	A: What is the matter with him? B:



Exercise 4

Direction: Draw paint about sickness you most often. And then write sentence



What's the matter with you?

.....
.....
.....
.....

Pre-Test

Direction: Choose the best answer.

1. Tom: What's the matter with you?

Pick: I have.....

- a. a toothache
- b. a headache
- c. a cough
- d. an earache



2. Pick: What's the matter with you?

Kim: I have

- a. a cold
- b. a sore throat
- c. a fever
- d. a stomachache



3. Tom: Why did you have

Nina: because I eat a lot of candy.

- a. a stomached
- b. a runny nose
- c. a sore throat
- d. a rash

4. A: What is the matter with her?

B: She has

- a. a toothache
- b. a headache
- c. a cough
- d. an earache



5. A: Why did you have

B: Because I fell down from the chair.

- a. an earache
- b. a cough
- c. a cool
- d. a back-ache



6. A :What is the matter with him?

B: He has a

- a. a back-ache
- b. a fever
- c. a broken arm
- d. a broken leg



7. She has

- a. a cough
- b. a sore throat
- c. a rash
- d. a headache



8. He has

- a. a sore throat
- b. a headache
- c. a cough
- d. an earache



<p>9. When I I go to the dentist.</p> <ul style="list-style-type: none">a. a stomachacheb. a toothachec. a coughd. an earache <p>10. When I walked in the rain.</p> <p>I have</p> <ul style="list-style-type: none">a. a feverb. a sore throatc. a runny nosed. a stomachache	
---	--

Post-Test

Direction: Choose the best answer.

1. He has

- a. a sore throat
- b. a headache
- c. a cough
- d. an earache



2. She has

- a. a cough
- b. a sore throat
- c. a rash
- d. a headache



3. A :What is the matter with him?

B: He has a

- a. a back-ache
- b. a fever
- c. a broken arm
- d. a broken leg



4. A: Why did you have

B: Because I fell down from the chair.

- a. an earache
- b. a cough
- c. a cool
- d. a back-ache



5. A: What is the matter with her?

B: She has

- a. a toothache
- b. a headache
- c. a cough
- d. an earache



6. Tom: Why did you have

Nina: because I eat a lot of candy.

- a. a stomached
- b. a runny nose
- c. a sore throat
- d. a rash

7. Pick: What's the matter with you?

Kim: I have

- a. a cold
- b. a sore throat
- c. a fever
- d. a stomachache



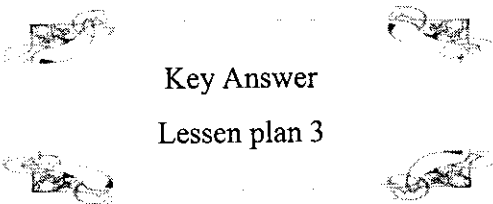
8. Tom: What's the matter with you?

Pick: I have.....

- a. a toothache
- b. a headache
- c. a cough
- d. an earache



<p>9. When I walked in the rain. I have</p> <ul style="list-style-type: none">a. a feverb. a sore throatc. a runny nosed. a stomachache <p>10. When I I go to the dentist.</p> <ul style="list-style-type: none">a. a stomachacheb. a toothachec. a coughd. an earache	
--	--



Key Answer

Lessen plan 3

Pre-test

- | | |
|------|-------|
| 1. c | 2. c |
| 3. a | 4. b |
| 5. d | 6. d |
| 7. c | 8. a |
| 9. b | 10. a |

Exercise 1

1. a fever
2. a sore throat
3. a back-ached
4. a toothache
5. a headache
6. a broken leg
7. an earache
8. a rash
9. a broken arm
10. a bruise

Key Answer


Lessen plan 3

Exercise 2




1. He has got an earring.
2. He has got a swollen thumb.
3. He has got a fever.
4. She has a rash.
5. He has a broken arm.
6. He has a cold.
7. He has a back-ache.
8. He has a sore throat.
9. He has a runny nose.
10. He has a stomachache.

Exercise 3

1. She has a rash.
2. He has a cough.
3. He has a broken-ache.
4. She has a stomachache.
5. He has a bruise.
6. He has a runny nose.
7. She has a headache.
8. He has a toothache.
9. He has a sore throat
10. He has a broken arm.



Key Answer
Lessen plan 3



Post-test

- | | |
|------|-------|
| 1. a | 2. c |
| 3. d | 4. d |
| 5. b | 6. d |
| 7. c | 8. c |
| 9. b | 10. a |

Lesson Plan 4

Course: Fundamental English (E15101)

Grade Level: Grade 5

Theme: Vocabulary

Topic: Songkran Day

Semester 2/2017

Time Allocation: 4 periods

1. Concept

Learning about local culture Learners learn vocabulary and sentences. Also, learn about the importance of local wisdom. It can be relayed to others. To be able to understand and tell some information about a famous Thai festival: Songkran day in English language.

2. Standard Performance Indicators

Standard F1.1: Understanding of and capacity to interpret what has been Heard and read from various types of media, and ability to express opinions with Proper reasoning

Indicator 2: Accurately read aloud sentences, texts and short poems by observing the principles of reading.

Indicator 3: Specify/draw the symbols or sings corresponding to the meanings of sentences and short texts heard or read.

Indicator 4: Tell the main points and answer questions from listening to and reading dialogues and simple tales or short texts.

Standard F1.3: Ability to present data, information, concepts and views about various matters though speaking and writing

Indicator 1: Speak/write give data about the themselves, their friends and the environment around them.

Standard F3.1: Using of the foreign languages to link knowledge with other learning areas.

Indicator 1: Search for and collect the terms related to other learning areas, and present them through speaking.

Standard F4.1: Ability to use foreign languages in various situations in school, community and society.

Indicator 1: Listening, speak and read/write in various situations in the classroom and in school.

Standard F4.2: Using of foreign languages as basic tools for further education, livelihood and exchange of learning with the world community

Indicator 1: Use foreign languages to search for collect various data.

3. Objectives

Terminal Objective

Students are able to speak and write the vocabulary tell and/or explain some general information about Songkran day. They will also be able to express their experiences of celebrating a festival though flashcard.

Enabling Objectives

At the end of the lesson students are able to...

3.1 Students are able to spell, pronounce and tell the meaning of the vocabulary about twelve months of the year.

3.2 Students are able to use the vocabulary about twelve months of the year in contexts.

4. Content

4.1 Vocabulary: bless, celebrate, contest, express, Thai fragrance, meri-making, opportunity, pagoda, parade, pour, precept, respect, sermon, splash, traditional

4.2 Structure: Q: When is Songkran Day?

A: It is in April.

A: It is on April 13th.

Q: What is the date today/tomorrow.

A: It's Friday, January 1st.

Q: What was the date yesterday?

A: It's was Monday, October 30th.

4.3 Explaining: To enhance self knowledge and ability to express oneself and one's culture in English, and for pleasure

4.4 Culture: language and cultural, flashcard reading.

5. Learning and Teaching Activities

Warm – up

1. Students do the pre-test.
2. Instructor will introduce the topic to class by talking about major holidays and observances in Thailand: what holidays and observances in Thailand do you know? ; what do people usually do in these holidays? Some interesting words about holidays from the discussion will be written on the board during a talk.

Presentation

1. Teachers sort the flashcards by slipping from front to back. The flashcards that the child wants to see is the last of the flashcards.
2. Teacher shows flashcards and says the words. (Students look at the picture just listen.)
2. Teacher show picture again and say the words.
3. Student repeats after teacher (whole class, pair, individual)
4. Student come hold the flashcard and other say the word.

T-Ss: When is Songkran day?

Ss-T: It's in April.

T-Ss: That's correct. It's in April. It's on April 13th.

T-Ss: Where did you go?

Ss-T: I went to the temple.

T-Ss: What did you do on that day?

Ss-T: I let the birds fly away in the sky.

5. Teacher will give each student an article of "Songkran Celebrations" (Sheet 1)

4. Students will skim and scan the whole article on their own. Since every student is assumed to have basic knowledge or information about Songkran festival in

Thai, so there will be no vocabulary list provided. However, students are not limited to ask meanings of words they do not know.

Practice

1. Teacher gives matching picture worksheet to student. (Exercise 1)
2. Students change their worksheets to their friends and check.
3. Students match these words with the correct meanings (Exercise 2)
4. Students match the following phrases with the pictures. (Exercise 3)

Production

1. Answer the questions. (Exercise 4)

Wrap up

1. Teacher and students check the vocabulary. (Use technique flash to checking)
2. Teacher and students check worksheets together.
3. Students do the post-test.

6. Teaching Materials

- 4.1 Pre-test / Post-test
- 4.2 Flashcards
- 4.3 Word cards and pictures
- 4.3 Exercise 1-4

7. Measurement and Evaluation

- 7.1 Observe about their attention.
- 7.2 Observe about their participation.
- 7.3 Check their worksheet.
- 7.4 Check their Pre

8. Suggestion Activities/ Other Comments

.....
.....
.....

9. School Director Comments and Suggestions

.....
.....
.....

10. Remark

.....
.....
.....

10.1 Result of the Learning

.....
.....
.....

10.2 Problems / Obstacles

.....
.....
.....

10.3 Other Suggestions

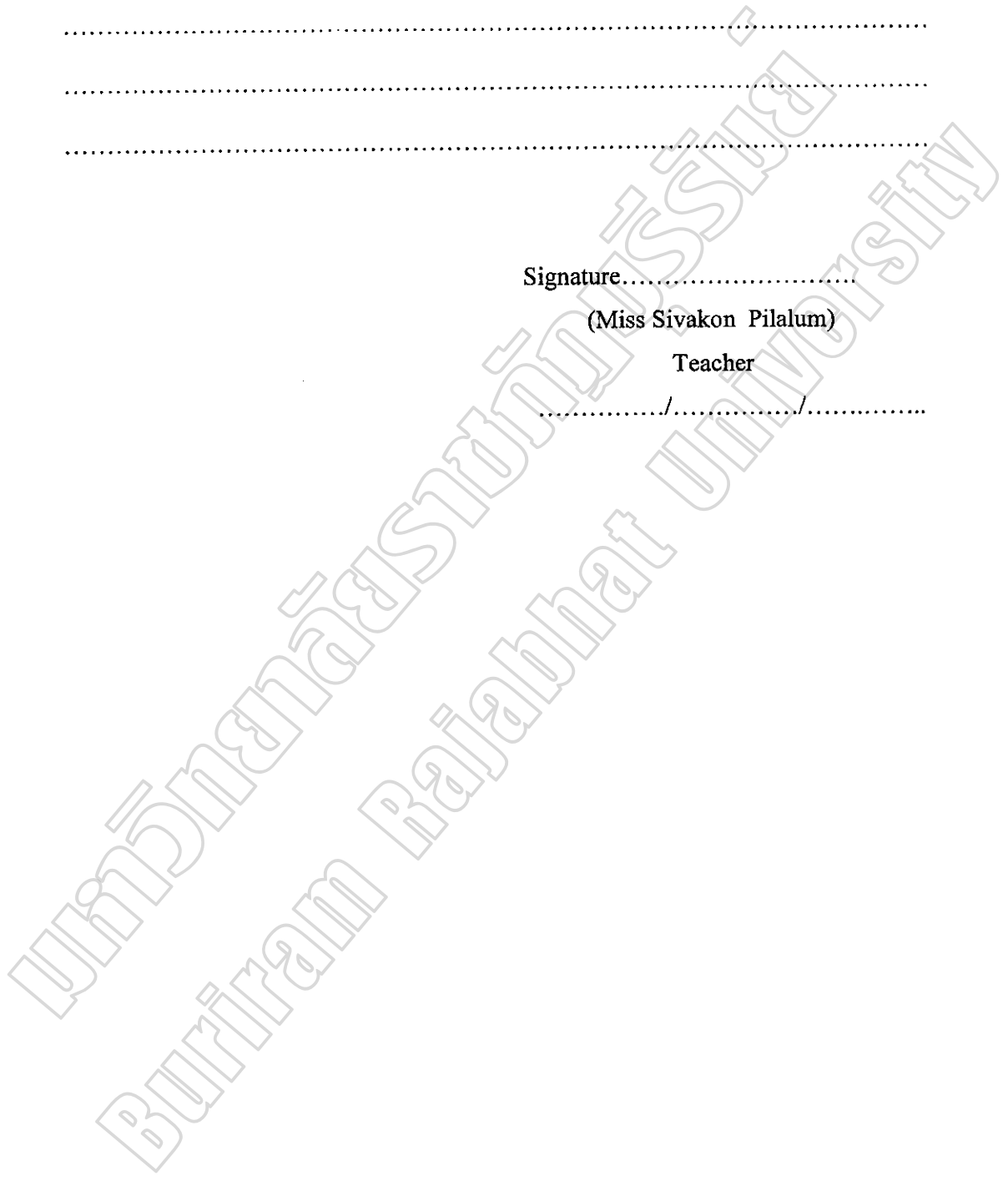
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Signature.....




(Miss Sivakon Pilalum)

Teacher

...../...../.....



Flashcard

 <p data-bbox="491 1102 630 1153">bless</p>	 <p data-bbox="976 1102 1232 1153">celebrate</p>
 <p data-bbox="466 1765 673 1816">contest</p>	 <p data-bbox="1002 1765 1216 1816">express</p>



Thai fragrance



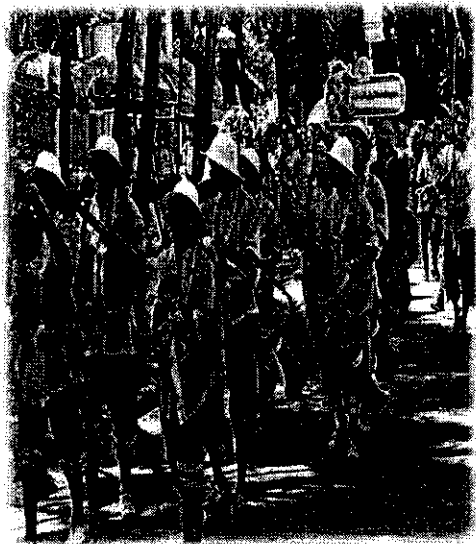
merit-making



opportunity



pagoda



parade



pour



precept



respect



sermon

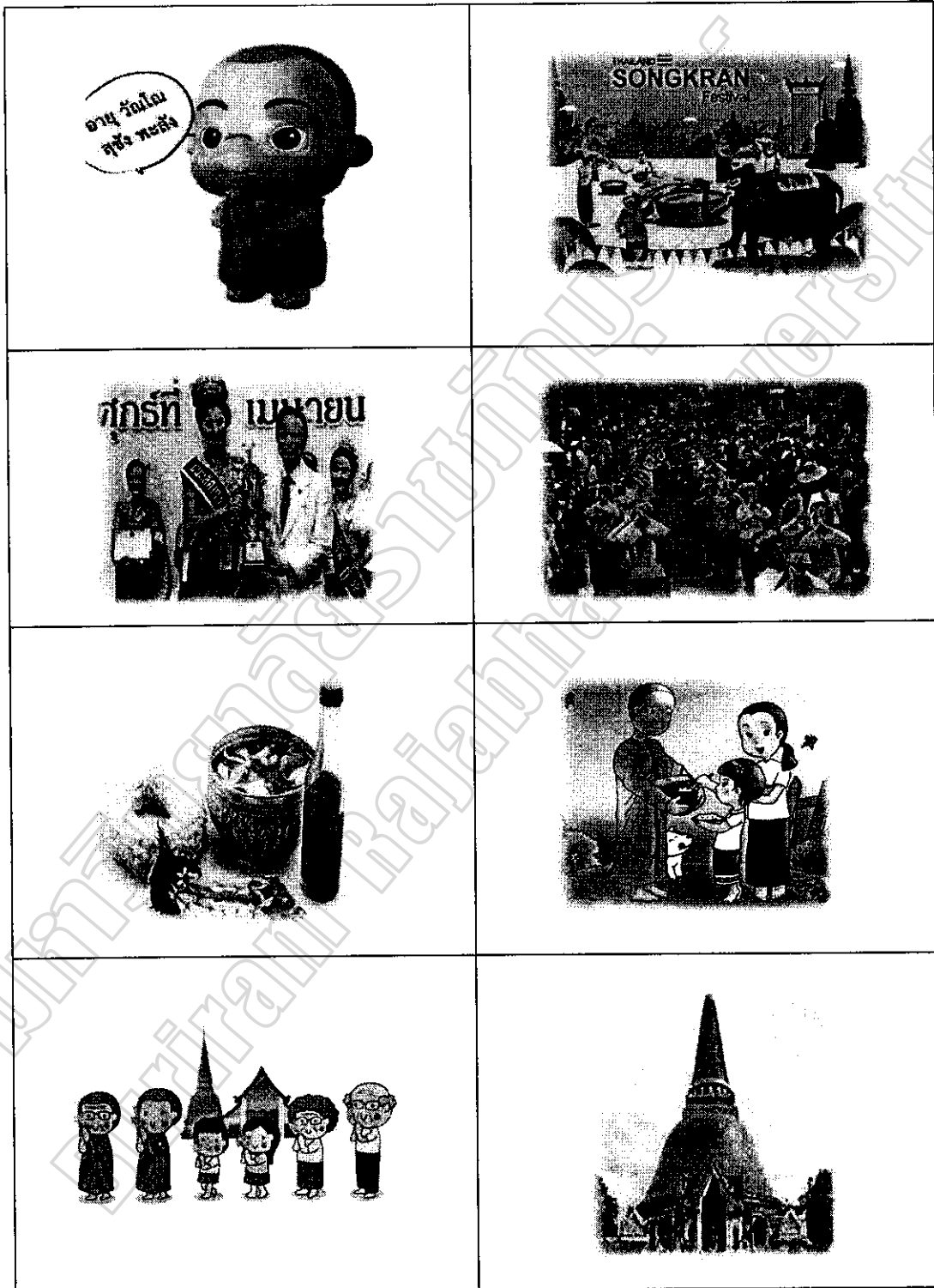


splash



traditional

Picture card





Word cards

bless	celebrate
contest	express
Thai fragrance	merit-making
opportunity	pagoda

parade	pour
precept	respect
sermon	splash
traditional	



The Songkran Festival is from April 13th –15th . It is also known as Thai Traditional New Year Day. On these days, it is a great opportunity for merit-making and observing the precepts. It is a special time for Thai people to have fun.



The word 'Songkran' is a Thai word which means 'move' or 'change place' as it is the day when the sun changes its position. Thai people celebrate this festival with water since it is the hottest season of the year. It is also known as the "Water Festival" as people believe that water will wash away bad luck.²

¹ Adapted from [Songkran Festival.net]:<http://blog.eduzones.com/yimyim/3347>.

² Adapted from [Songkran Festival.net]:
http://sunsite.au.ac.th/thailand/special_event/songkran/index.html.

In the morning, people go to the temple to make merits by offering food to monks and listening to their sermons.

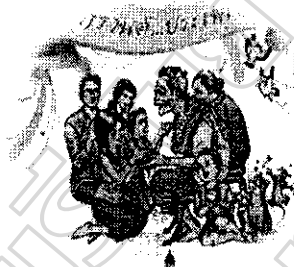


In the afternoon of the 13th, Buddha images are bathed by gently pouring water mixed with a Thai fragrance over them. It is believed that doing this will bring good luck for the New Year.

Afterwards people make sand pagodas on the temple ground.



Then, younger people express their respect to elders by pouring water onto the hands of their parents and grandparents in order to receive their blessings.



After that, they splash water at each other for enjoyment and to wish each other happiness.



It might be said that the Songkran Festival is the Respect Festival to the elders or Family Day or the Water Festival.³





During the night, Thai people enjoy watching the Miss Songkran Contest and the beautiful parades



³ Adapted from [Songkran Festival.net]: <http://blog.eduzones.com/yimyim/3347>.
⁴ <https://koob.samroiwit.ac.th/wanpen/168739435/eng/Songkran%20and%20Loy%20Krathong.pdf>

Pre-Test

Direction: Choose the best answer.

<p>1. When's Songkran Day?</p> <p>a. It is in January 13th.</p> <p>b. It is in March 13th.</p> <p>c. It is in April 13th.</p> <p>d. It is in October 13th.</p> <p>2. I the water.</p> <p>a. express</p> <p>b. splash</p> <p>c. bless</p> <p>d. pagoda</p>  <p>3. A: We celebrate Songkran by pouring on the Buddha image.</p> <p>a. temple</p> <p>b. pour</p> <p>c. tradition</p> <p>d. scented water</p>  <p>4. festival is in the summer season.</p> <p>a. Songkran</p> <p>b. Mother's day</p> <p>c. Father's day</p> <p>d. Loy Krathong</p>	<p>5. We make</p> <p>a. sand pagoda</p> <p>b. sand house</p> <p>c. sand temple</p> <p>d. sand castle</p>  <p>6. In Songkran day I like to watch Miss Songkran</p> <p>a. precept</p> <p>b. contest</p> <p>c. sermon</p> <p>d. traditional</p>  <p>7. My Mum and I go to onto grandmother hands.</p> <p>a. pour</p> <p>b. opportunity</p> <p>c. merit-making</p> <p>d. Thai fragrance</p> <p>8. A: What do Thai people do in Songkran day?</p> <p>B:</p> <p>a. They go to the market</p> <p>b. They go to the mall</p> <p>c. They go to the temple</p> <p>d. They go to the beach</p>
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9. A: What is the monk doing?

B: The monk is

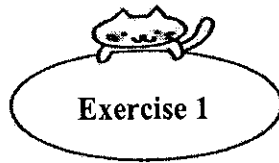
- a. express
- b. splash
- c. bless
- d. pagoda



10. A: What's this?

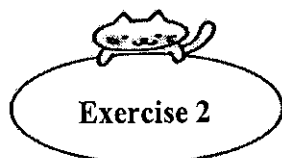
- a. pour
- b. opportunity
- c. merit-making
- d. Thai fragrance





Direction: Fill in the missing letters.

1. ble _ s
2. co _ t _ st
3. m _ rit-ma _ ing
4. Thai f _ ag _ nce
5. pa _ od _
6. _ ara _ _
7. pr _ c _ pt
8. se _ m _ n
9. p _ _ r
10. s _ la _ h

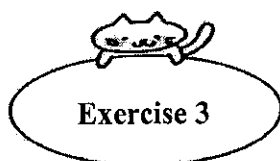


Exercise 2

Direction: Match these words with the correct meanings.

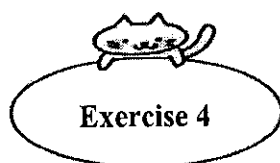
_____ 1. temple	a. competition
_____ 2. express	b. wish good to, make happy
_____ 3. splash water	c. honour
_____ 4. contest	d. a building in which the monks live
_____ 5. celebrate	e. march in procession
_____ 6. respect	f. make wet with water
_____ 7. bless	g. show an important event
_____ 8. parade	h. chance
_____ 9. pour	i. show
_____ 10. opportunity	j. flow

1 <https://koob.samroiwit.ac.th/wanpen/168739435/eng/Songkran%20and%20Loy%20Krathong.pdf>



Direction: Choose True or False.

_____	1. We gave food to the monks in Songkran Day.
_____	2. We going to shopping in Songkran Day.
_____	3. We make pagodas in Songkran Day.
_____	4. We are count down in Songkran Day.
_____	5. We go to the temple in Songkran Day.
_____	6. We have a party in Songkran Day.
_____	7. I give present to Mom in Songkran Day.
_____	8. Songkran day in winter season.
_____	9. We let the birds fly away in the sky in Songkran Day.
_____	10. They set the fish free into the river in Songkran Day.



Direction: Complete the sentence


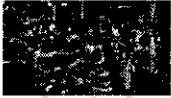


Statues	tradition	scented	splash	Festival
Pour	blessings	April	Songkran	traditional

Songkran Festival

Songkran is the 1..... Thai New Year. It is on the 13th to 15th of 2..... During 3....., people usually go to temples to make merit. They usually offer alms to the monks They 4..... scented water on Buddha 5.....and ask for good luck. It is also a 6.....to pour 7..... water on the hands of elders and ask for 9..... People 8..... water on others during Songkran 10.....! Many people add powder and scents to the water. It is all just playful water wars.

Post-Test

Direction: Choose the best answer.

<p>1. When's Songkran Day?</p> <p>a. It is in January 13th.</p> <p>b. It is in March 13th.</p> <p>c. It is in April 13th.</p> <p>d. It is in October 13th.</p> <p>2. I the water.</p> <p>a. express</p> <p>b. splash</p> <p>c. bless</p> <p>d. pagoda</p>  <p>3. A: We celebrate Songkran by pouring on the Buddha image.</p> <p>a. temple</p> <p>b. pour</p> <p>c. tradition</p> <p>d. scented water</p>  <p>4. festival is in the summer season.</p> <p>a. Songkran</p> <p>b. Mother's day</p> <p>c. Father's day</p> <p>d. Loy Krathong</p>	<p>5. We make</p> <p>a. sand pagoda</p> <p>b. sand house</p> <p>c. sand temple</p> <p>d. sand castle</p>  <p>6. In Songkran day I like to watch Miss Songkran</p> <p>a. precept</p> <p>b. contest</p> <p>c. sermon</p> <p>d. traditional</p>  <p>7. My Mum and I go to onto grandmother hands.</p> <p>a. pour</p> <p>b. opportunity</p> <p>c. merit-making</p> <p>d. Thai fragrance</p> <p>8. A: What do Thai people do in Songkran day?</p> <p>B:</p> <p>a. They go to the market</p> <p>b. They go to the mall</p> <p>c. They go to the temple</p> <p>d. They go to the beach</p>
--	--

9. A: What is the monk doing?

B: The monk is





- a. express
- b. splash
- c. bless
- d. pagoda



10. A: What's this?

- a. pour
- b. opportunity
- c. merit-making
- d. Thai fragrance






Key Answer
Lessen plan 4**Pre-test**



- | | |
|------|-------|
| 1. c | 2. b |
| 3. d | 4. a |
| 5. b | 6. b |
| 7. a | 8. c |
| 9. c | 10. d |

Exercise 1

1. bless
2. contest
3. merit-making
4. Thai fragrance
5. pagoda
6. parade
7. precept
8. sermon
9. pour
10. splash



Key Answer
Lessen plan 4

**Exercise 2**



- | | |
|------|-------|
| 1. d | 2. i |
| 3. f | 4. a |
| 5. g | 6. c |
| 7. b | 8. e |
| 9. j | 10. h |

Exercise 3

- | | |
|----------|----------|
| 1. True | 2. False |
| 3. True | 4. False |
| 5. True | 6. False |
| 7. False | 8. False |
| 9. True | 10. True |

Exercise 4

- | | |
|----------------|--------------|
| 1. traditional | 2. April |
| 3. Songkran | 4. pour |
| 5. statues | 6. tradition |
| 7. scented | 8. blessings |
| 9. splash | 10. Festival |



Key Answer






Lessen plan 4


Post-test

- | | |
|------|-------|
| 1. b | 2. b |
| 3. a | 4. c |
| 5. c | 6. d |
| 7. c | 8. b |
| 9. d | 10. a |

Post-test

Direction: Choose the best answer.

<p>1. We make</p> <p>a. sand pagoda b. sand house c. sand temple d. sand castle</p>  <p>2. In Songkran day I like to watch Miss Songkran</p> <p>a. precept b. contest c. sermon d. traditional</p>  <p>3. My Mum and I go to onto grandmother hands.</p> <p>a. pour b. opportunity c. merit-making d. Thai fragrance</p> <p>4. A: What do Thai people do in Songkran day? B:</p> <p>a. They go to the market b. They go to the mall c. They go to the temple d. They go to the beach</p>	<p>5. A: What is the monk doing? B: The monk is</p> <p>a. express b. splash c. bless d. pagoda</p>  <p>6. A: What's this?</p> <p>a. pour b. opportunity c. merit-making d. Thai fragrance</p>  <p>7. When's Songkran Day?</p> <p>a. It is in January 13th. b. It is in March 13th. c. It is in April 13th. d. It is in October 13th.</p> <p>8. I the water.</p> <p>a. express b. splash c. bless d. pagoda</p> 
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<p>9. A: We celebrate Songkran by pouring on the Buddha image.</p> <ul style="list-style-type: none">a. templeb. pourc. traditiond. scented water <p>10. festival is in the summer season.</p> <ul style="list-style-type: none">a. Songkranb. Mother's dayc. Father's dayd. Loy Krathong	
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มหาวิทยาลัยราชภัฏบุรีรัมย์
Buriram Rajabhat University

APPENDIX G

Achievement Test

Pre-test

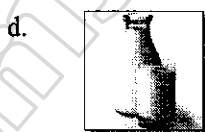
Choose the correct answer.

Food and drink

1. I drink _____.

- a. fruits
- b. cake
- c. milk
- d. lollipop

2. Which picture is the mean of tea?



3. I'm _____, I want some hamburger.

- a. thirsty
- b. hungry
- c. food
- d. drink

4. A: _____

B: I like lollipop.

- a. What do you want to drink?
- b. Do you like cake?
- c. What do you want to eat?
- d. What food do you like?

5. Do you like cake?

- a. Yes, I do.
- b. Yes, I do not.
- c. No, I do.
- d. No, I do not.

5. What is she like food and drink?

- a. She likes milk and water.
- b. She likes cake and vegetables.
- c. She likes cake and coffee.
- d. She like coffee and tea.

7. What is the mean of picture?

- a. candy
- b. lollipop
- c. an egg
- d. cake



8. I eat _____.

- a. hamburger
- b. sausage
- c. cake
- d. fruits



9. Which picture is the mean of beef?

a.



b.



c.



d.



10. What is the mean of picture?

- a. candy
- b. lollipop
- c. an egg
- d. cake



Weather and season

11. It is outside. I go to the beach.

- a. warm
- b. rainy
- c. cold
- d. cool

12. I like drink cool water.

When I fill ?

- a. cold
- b. cool
- c. wet
- d. hot

13. It is cool in winter. I am wearing.....

- a. rain cold
- b. sunglasses
- c. sweater
- d. skirt

14. It is..... I wear sunglasses and Hat when I go outside.

- a. windy
- b. sunny
- c. winter
- d. rainy

15. What is the weather like today?

- a. It is stormy.
- b. It is cloudy.
- c. It is sunny.
- d. It is snowy.



16. What is the weather like today?

- a. It is stormy.
- b. It is cloudy.
- c. It is sunny.
- d. It is snowy.



17. Sara: What is the weather like in summer?

Mink: It is

- a. hot and sunny
- b. hot and windy
- c. warm and wet
- d. cool and dry

18. It is outside. I wear shorts.

- a. snow
- b. wet
- c. warm
- d. cool

19. It is outside. I wear shorts.

- a. snow
- b. wet
- c. warm
- d. cool

20. We often in winter season.

- a. fly kites
- b. wear boots
- c. wear blouse.
- d. play snowball

Sickness

21. She has

- a. a cough
- b. a sore throat
- c. a rash
- d. a headache



22. A :What is the matter with him?

B: He has a

- a. a back-ache
- b. a fever
- c. a broken arm
- d. a broken leg



23. He has

- a. a sore throat
- b. a headache
- c. a cough
- d. an earache



24. Tom: Why did you have

Nina: because I eat a lot of candy.

- a. a stomached
- b. a runny nose
- c. a sore throat
- d. a rash

25. A: What is the matter with her?

B: She has

- a. a toothache
- b. a headache
- c. a cough
- d. an earache



26. A: Why did you have

B: Because I fell down from the chair.

- a. an earache
- b. a cough
- c. a cool
- d. a back-ache



27. When I I go to the dentist.

- a. a stomachache
- b. a toothache
- c. a cough
- d. an earache

28. When I walked in the rain.

I have

- a. a fever
- b. a sore throat
- c. a runny nose

29. Tom: What's the matter with you?

Pick: I have.....

- a. a toothache
- b. a headache
- c. a cough
- d. an earache



30. Pick: What's the matter with you?

Kim: I have

- a. a cold
- b. a sore throat
- c. a fever
- d. a stomachache



Songkran Day

31. I the water.

- a. express
- b. splash
- c. bless
- d. pagoda



32. In Songkran day I like to watch Miss Songkran

- a. precept
- b. contest
- c. sermon
- d. traditional



33. A: What do Thai people do in Songkran day?

B:

- a. They go to the market
- b. They go to the mall
- c. They go to the temple
- d. They go to the beach

34. A: What's this?

- a. pour
- b. opportunity
- c. merit-making
- d. Thai fragrance



35. We make

- a. sand pagoda
- b. sand house
- c. sand temple
- d. sand castle



36. A: We celebrate Songkran by pouring on the Buddha image.

- a. temple
- b. pour
- c. tradition
- d. scented water



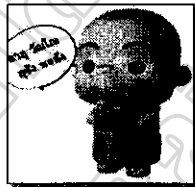
37. My Mum and I go to onto grandmother hands.

- a. pour
- b. opportunity
- c. merit-making
- d. Thai fragrance

38. A: What is the monk doing?

B: The monk is

- a. express
- b. splash
- c. bless
- d. pagoda





39. When's Songkran Day?

- a. It is in January 13th.
- b. It is in March 13th.
- c. It is in April 13th.
- d. It is in October 13th.

40. festival is in the summer season.

- a. Songkran
- b. Mother's day
- c. Father's day
- d. Loy Krathong


Key AnswerPre-test


- | | | | |
|-------|-------|-------|-------|
| 1. c | 11. a | 21. c | 31. b |
| 2. b | 12. d | 22. d | 32. b |
| 3. b | 13. a | 23. a | 33. c |
| 4. d | 14. b | 24. d | 34. d |
| 5. a | 15. d | 25. d | 35. b |
| 6. c | 16. c | 26. d | 36. d |
| 7. a | 17. a | 27. a | 37. a |
| 8. a | 18. c | 28. b | 38. c |
| 9. d | 19. d | 29. c | 39. c |
| 10. a | 20. b | 30. c | 40. a |

Post-test




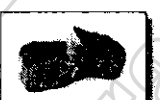
Choose the correct answer.

Food and drink

1. Do you like cake?

- a. Yes, I do.
- b. Yes, I do not.
- c. No, I do.
- d. No, I do not.

2. Which picture is the mean of beef?

- a. 
- b. 
- c. 
- d. 

3. I eat _____.





- a. hamburger
- b. sausage
- c. cake
- d. fruits



4. I drink _____.

- a. fruits
- b. cake
- c. milk
- d. lollipop

5. Which picture is the mean of tea?

- a. 
- b. 
- c. 
- d. 

6. I'm _____. I want some hamburger.

- a. thirsty
- b. hungry
- c. food
- d. drink

7. A: _____

B: I like lollipop.

- a. What do you want to drink?
- b. Do you like cake?
- c. What do you want to eat?
- d. What food do you like?

8. Do you like cake?

- a. Yes, I do.
- b. Yes, I do not.
- c. No, I do.
- d. No, I do not.

9. What is she like food and drink?

- a. She likes milk and water.
- b. She likes cake and vegetables.
- c. She likes cake and coffee.
- d. She like coffee and tea.

10. What is the mean of picture?

- a. candy
- b. lollipop
- c. an egg
- d. cake



Weather and season

11. It is outside. I wear shorts.

- a. snow
- b. wet
- c. warm
- d. cool

12. It is outside. I go to the beach.

- a. warm
- b. rainy
- c. cold
- d. cool

13. I like drink cool water.

When I fill ?

- a. cold
- b. cool
- c. wet
- d. hot

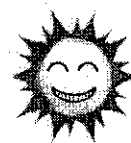
14. What is the weather like today?

- a. It is stormy.
- b. It is cloudy.
- c. It is sunny.
- d. It is snowy.



15. What is the weather like today?

- a. It is stormy.
- b. It is cloudy.
- c. It is sunny.
- d. It is snowy.



16. It is outside. I wear shorts.

- a. snow
- b. wet
- c. warm
- d. cool

17. We often in winter season.

- a. fly kites
- b. wear boots
- c. wear blouse.
- d. play snowball

18. It is cool in winter. I am wearing.....

- a. rain cold
- b. sunglasses
- c. sweater
- d. skirt

19. It is..... I wear sunglasses and Hat when I go outside.

- a. windy
- b. sunny
- c. winter
- d. rainy

20. Sara: What is the weather like in summer?

Mink: It is

- a. hot and sunny
- b. hot and windy
- c. warm and wet
- d. cool and dry

Sickness

21. When I I go to the dentist.

- a. a stomachache
- b. a toothache
- c. a cough
- d. an earache

22. When I walked in the rain.

I have

- a. a fever
- b. a sore throat
- c. a runny nose
- d. a stomachache

23. Tom: What's the matter with you?

Pick: I have.....

- a. a toothache
- b. a headache
- c. a cough
- d. an earache



24. Pick: What's the matter with you?

Kim: I have

- a. a cold
- b. a sore throat
- c. a fever
- d. a stomachache



25. Tom: Why did you have

Nina: because I eat a lot of candy.

- a. a stomachache
- b. a runny nose
- c. a sore throat
- d. a rash

26. A: What is the matter with her?

B: She has

- a. a toothache
- b. a headache
- c. a cough
- d. an earache



27. A: Why did you have

B: Because I fell down from the chair.

- a. an earache
- b. a cough
- c. a cool
- d. a back-ache



28. A: What is the matter with him?

B: He has a

- a. a back-ache
- b. a fever
- c. a broken arm
- d. a broken leg



29. She has

- a. a cough
- b. a sore throat
- c. a rash
- d. a headache



30. He has

- a. a sore throat
- b. a headache
- c. a cough
- d. an earache



Songkran Day

31. When's Songkran Day?

- a. It is in January 13th.
- b. It is in March 13th.
- c. It is in April 13th.
- d. It is in October 13th.

32. A: What is the monk doing?

B: The monk is

- a. express
- b. splash
- c. bless
- d. pagoda







33. My Mum and I go to onto grandmother hands.



- a. pour
- b. opportunity
- c. merit-making
- d. Thai fragrance

34. A: We celebrate Songkran by pouring on the Buddha image.

- a. temple
- b. pour
- c. tradition
- d. scented water



<p>35. We make</p> <p>a. sand pagoda b. sand house c. sand temple d. sand castle</p>  <p>36. A: What's this?</p> <p>a. pour b. opportunity c. merit-making d. Thai fragrance</p>  <p>37. A: What do Thai people do in Songkran day? B:</p> <p>a. They go to the market b. They go to the mall c. They go to the temple d. They go to the beach</p> <p>38. In Songkran day I like to watch Miss Songkran</p> <p>a. precept b. contest c. sermon d. traditional</p> 	<p>39. I the water.</p> <p>a. express b. splash c. bless d. pagoda</p>  <p>40. festival is in the summer season.</p> <p>a. Songkran b. Mother's day c. Father's day d. Loy Krathong</p>
---	---


Key AnswerPre-test


- | | | | |
|-------|-------|-------|-------|
| 1. a | 11. c | 21. a | 31. c |
| 2. d | 12. a | 22. b | 32. c |
| 3. a | 13. d | 23. c | 33. a |
| 4. c | 14. d | 24. c | 34. d |
| 5. b | 15. c | 25. d | 35. b |
| 6. b | 16. d | 26. d | 36. d |
| 7. d | 17. b | 27. d | 37. c |
| 8. a | 18. a | 28. d | 38. b |
| 9. c | 19. b | 29. c | 39. b |
| 10. a | 20. a | 30. a | 40. a |

APPENDIX H

Pre-test and Post-test score Record From

Topic: Effects of Using Flashcard to Improve Vocabulary Learning and Retention for Prathomsuksa 5 Students

No	Pre-test	Post-test	Development (+) Increase (-) Decrease
1	19	33	+14
2	18	32	+14
3	15	30	+15
4	16	31	+15
5	14	30	+16
6	13	29	+16
7	16	32	+16
8	15	31	+16
9	16	33	+17
10	19	34	+15
11	20	35	+15
12	18	32	+14
13	13	28	+15
Total	212	410	15.23
X	16.3077	31.538	
%	40.7692	78.8462	

Signature

Evaluator

(Miss Sivakon Pilalum)

...../...../.....

APPENDIX I

Post-test and Retention-test score Record From

Topic: Effects of Using Flashcard to Improve Vocabulary Learning and Retention for Prathomsuksa 5 Students

No	Post-test	Retention -test	Development (+) Increase (-) Decrease
1	33	32	-1
2	32	32	0
3	30	31	1
4	31	31	0
5	30	29	-1
6	29	28	-1
7	32	32	0
8	31	32	1
9	33	32	-1
10	34	34	0
11	35	36	1
12	32	31	-1
13	28	28	0
Total	410	408	-0.15
X	31.538	31.38	
%	78.8462	78.46	

Signature

Evaluator

(Miss Sivakon Pilalum)

...../...../.....

APPENDIX J

The Table of IOC Analysis of Achievement Test

Topic: Effects of Using Flashcard to Improve Vocabulary Learning and Retention for Prathomsuksa 5 Students

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
1	+1	+1	+1	1.00	Coincide
2	+1	+1	0	0.67	Coincide
3	+1	+1	+1	1.00	Coincide
4	+1	0	+1	0.67	Coincide
5	+1	+1	+1	1.00	Coincide
6	+1	+1	0	0.67	Coincide
7	+1	+1	+1	1.00	Coincide
8	+1	+1	0	0.67	Coincide
9	+1	+1	+1	1.00	Coincide
10	+1	+1	+1	1.00	Coincide
11	+1	+1	+1	1.00	Coincide
12	0	+1	0	0.33	Un coincide
13	+1	+1	+1	1.00	Coincide
14	+1	+1	+1	1.00	Coincide
15	+1	+1	+1	1.00	Coincide
16	+1	+1	+1	1.00	Coincide
17	+1	+1	+1	1.00	Coincide
18	+1	+1	+1	1.00	Coincide

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
19	+1	0	+1	0.67	Coincide
20	0	+1	+1	0.67	Coincide
21	+1	+1	+1	1.00	Coincide
22	+1	+1	+1	1.00	Coincide
23	+1	0	+1	0.67	Coincide
24	+1	+1	+1	1.00	Coincide
25	+1	+1	0	0.67	Coincide
26	+1	+1	+1	1.00	Coincide
27	+1	+1	0	0.67	Coincide
28	+1	+1	+1	1.00	Coincide
29	+1	+1	+1	1.00	Coincide
30	+1	+1	+1	1.00	Coincide
31	+1	0	+1	0.67	Coincide
32	+1	+1	+1	1.00	Coincide
33	+1	+1	+1	1.00	Coincide
34	+1	+1	+1	1.00	Coincide
35	+1	+1	+1	1.00	Coincide
36	+1	+1	+1	1.00	Coincide
37	0	+1	+1	0.67	Coincide
38	0	0	+1	0.33	Un coincide
39	+1	+1	+1	1.00	Coincide
40	+1	+1	+1	1.00	Coincide

Items	The Opinion Scores of Experts			$\frac{\sum R}{N}$	IOC Index
	1	2	3		
41	0	+1	+1	0.67	Coincide
42	+1	+1	+1	1.00	Coincide
43	+1	+1	+1	1.00	Coincide
44	+1	0	+1	0.67	Coincide
45	0	+1	+1	0.67	Coincide
46	+1	+1	+1	1.00	Coincide
47	+1	+1	+1	1.00	Coincide
48	+1	0	0	0.33	Un coincide
49	+1	+1	+1	1.00	Coincide
50	0	+1	+1	0.67	Coincide
51	+1	+1	0	0.67	Coincide
52	+1	+1	+1	1.00	Coincide
53	+1	0	+1	0.67	Coincide
54	+1	+1	+1	1.00	Coincide
55	+1	0	0	0.33	Coincide
56	+1	+1	+1	1.00	Coincide
57	+1	+1	+1	1.00	Coincide
58	+1	+1	+1	1.00	Coincide
59	0	+1	+1	0.67	Coincide
60	+1	+1	+1	1.00	Coincide

From the table, it shows that the Index Item of Congruence (IOC) is 0.67-1.00

Remark:

+1 = When it is sure that items of the test are coincident with objectives.

0 = When it is not sure that items of the test are coincident with objectives.

-1 = When it is sure that items of the test are not coincident with objectives.

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University

APPENDIX K

The Item Analysis Results Showing the Level of Difficulty (P), the Discrimination Index (B), and the Reliability (Rcc) of the Pre-test and Post-test on Past Tenses (P = 0.28-0.78) (B = 0.29-0.75)

Item	P	B
1.	0.67	0.31
2.	0.31	0.32
3.	0.47	0.63
4.	0.58	0.45
5.	0.33	0.39
6.	0.44	0.44
7.	0.64	0.47
8.	0.53	0.42
9.	0.28	0.52
10.	0.33	0.59
11.	0.42	0.33
12.	0.47	0.41
13.	0.56	0.30
14.	0.31	0.48
15.	0.28	0.37
16.	0.31	0.63
17.	0.33	0.30
18.	0.28	0.37
19.	0.44	0.33
20.	0.33	0.50
21.	0.47	0.29
22.	0.33	0.75

Item	P	B
23.	0.44	0.58
24.	0.53	0.46
25.	0.28	0.33
26.	0.42	0.75
27.	0.53	0.71
28.	0.47	0.67
29.	0.44	0.71
30.	0.53	0.33
31.	0.39	0.54
32.	0.53	0.46
33.	0.64	0.29
34.	0.36	0.46
35.	0.31	0.54
36.	0.67	0.38
37.	0.44	0.58
38.	0.44	0.58
39.	0.78	0.33
40.	0.75	0.38

The reliability of the test (Rcc) is 0.88

N = 13

Mean = 24.94

S.D. = 8.99

APPENDIX L

Questionnaire of Learners' Satisfaction towards Learning and Retention by Using Flashcard Materials for Prathomsuksa 5 Students

This questionnaire is designed to gather information about learners' satisfaction towards the lessons by using flashcard materials. The questionnaire is divided into 2 parts.

Part 1: Learners' Satisfaction Toward the Lessons by Using flashcard materials for Prathomsuksa 5 Students

Directions: Read each statement in the questionnaire, then put \checkmark in the space corresponding to your opinion.

5 = Most satisfactory

4 = Very satisfactory

3 = Average satisfactory

2 = Less satisfactory

1 = The least satisfactory

Example

No.	Statements	Level of Opinion				
		5	4	3	2	1
1	You confidence to use English vocabulary after learning through Flashcards.					
2	You get more interested in learning English after learning through Flashcards.					

No.	Statements	Level of Opinion				
		5	4	3	2	1
3	Time taken on learning English vocabulary through flashcards is appropriate.					
4	You are more enthusiastic and happy when learning English vocabulary through flashcards.					
5	The exercises and post-test are relevant to the content.					
6	You learn more contents from flashcards.					
7	You gain more knowledge from flashcards.					
8	You can pronounce and spell the words correctly.					
9	You can learn English though Flashcard it easy to understand the meaning of the vocabulary.					
10	Flashcard materials lesson are interesting and easy to understand.					

APPENDIX M

The Evaluation of Correctionness and Appropriation of the Statements in the Questionnaire of Learners' Satisfaction towards Learning by Using Flashcard Material for Prathomsuksa 5 students by Experts

No.	Statements	The Result of Learners' Satisfaction		Meaning	Rank
		\bar{X}	S.D.		
1	You confidence to use English vocabulary after learning through Flashcards.	4.85	0.38	The Most Satisfactory	1
2	You get more interested in learning English after learning through Flashcards.	4.38	0.51	More Satisfactory	10
3	Time taken on learning English vocabulary through flashcards is appropriate.	4.69	0.48	The Most Satisfactory	3
4	You are more enthusiastic and happy when learning English vocabulary through flashcards.	4.46	0.52	More Satisfactory	7
5	The exercises and post-test are relevant to the content.	4.46	0.52	More Satisfactory	7
6	You learn more contents from flashcards.	4.62	0.51	The Most Satisfactory	4
7	You gain more knowledge from flashcards.	4.46	0.52	More Satisfactory	7
8	You can pronounce and spell the words correctly.	4.54	0.52	The Most Satisfactory	5

No.	Statements	The Result of Learners' Satisfaction		Meaning	Rank
		\bar{X}	S.D.		
9	You can learn English though Flashcard it easy to understand the meaning of the vocabulary.	4.77	0.44	The Most Satisfactory	2
10	Flashcard materials lesson are interesting and easy to understand.	4.54	0.52	The Most Satisfactory	5
Grand Total		4.58	0.49	The Most Satisfactory	

APPENDIX N

The Item-total Correlation for each Item of Five-Point Rating Scale

Questionnaire

Item No.	R_{xy}	Sig.	Remark
1	0.70	.05	
2	0.69	.05	
3	0.66	.05	
4	0.66	.05	
5	0.70	.05	
6	0.67	.05	
7	0.70	.05	
8	0.67	.05	
9	0.68	.05	
10	0.69	.05	
11	0.70	.05	
12	0.67	.05	

Critical values for Pearson $r \geq 0.2792$ ($df = N-2 = 36-2 = 34$)

The reliability coefficient (Coefficient Alpha of Cronbach)

Numbers of Students = 36

Numbers of Items = 12

α -Coefficient = 0.8949

APPENDIX O

The List of Experts

1. Miss Panyaporn Pandee The teacher at Banbuttawong School.
2. Mrs.Khawannapa Namkaew The English lecturer at The English lecturer
At Thanthongpittayakom school.
3. Mrs.Philaiwan Suengsen The English lecturer at The English lecturer
At Maungkaepittayakom school.

APPENDIX P

**Letter for Experts: The Letters Requesting to be Experts for
the Research Instruments**



No. 0545.11/W185

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

November 17, 2017

Dear Miss Panyaporn Pandee :

Subject: Requesting to be the Expert for Scoring the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for research instruments. I would like to inform you that Miss Sivakon Pilalum, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "Effect of using Flashcard to Improve Vocabulary Learning and Retention Prathomsuka 5 Students." under the supervision of Assistant Professor Dr. Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Narumon'.

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W143

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

November 17, 2017

Dear Mrs.Khawannapa Namkaew:

Subject: Requesting to be the Expert for Scoring the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for research instruments. I would like to inform you that Miss Sivakon Pilalum, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "Effect of using Flashcard to Improve Vocabulary Learning and Retention Prathomsuka 5 Students." under the supervision of Assistant Professor Dr. Chookiat Jarat, a Chairperson of the Thesis.

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Yours sincerely,

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858



No. 0545.11/W185

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

November 17, 2017

Dear Mrs. Philaiwan Suengsen:

Subject: Requesting to be the Expert for Scoring the Research Instruments

Buriram Rajabhat University (BRU) presents its compliments to you to be the expert for research instruments. I would like to inform you that Miss Sivakon Pilalum, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "Effect of using Flashcard to Improve Vocabulary Learning and Retention Prathomsuka 5 Students." under the supervision of Assistant Professor Dr. Chookiat Jarat, a Chairperson of the Thesis.

In this regard, BRU strongly believes in your kindness to be the expert for giving suggestions about her research instruments.

Your kind acceptance of being the expert is very much appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Narumon'.

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School
Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

APPENDIX Q

Letter for: The Letters Asking Permission to Try Out

The Research Instruments

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/W188

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

November 8, 2017

Dear The Director of Ban Tungwang School :

Subject: Asking Permission to Try out the Research Instruments

Buriram Rajabhat University (BRU) presents this letter to you, Director of Ban Tungwang School to ask permission to try out the research instruments. I wish to inform you that Miss Sivakon Pilalum, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "Effects of Using Flashcard to Improve Vocabulary Learning and Retention for Prathomsuka 5 Students." under the supervision of Assistant Professor Dr. Chookiat Jarat, Chairperson of the thesis.

In this regard, BRU would like to ask permission from Director of Ban Tungwang School to allow her to try out the research instruments.

Please accept, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Narumon Somkuna'.

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

APPENDIX R

**Formal Letter: The Letters Asking Permission to Collect
The Research Data**

มหาวิทยาลัยราชภัฏสุราษฎร์ธานี
Buriram Rajabhat University



No. 0545.11/64

Buriram Rajabhat University
Jira Road, Amphur Mueng,
Buriram 31000, THAILAND

May 4, 2018

Dear Director of Bannongkrok School:

Subject: Asking Permission to Collect the Research Data

Buriram Rajabhat University (BRU) presents this letter to you, Director of Bannongkrok School to ask permission to collect the research data. I wish to inform you that Miss Sivakon Pilalum, a student studying in Master of Arts Program in English at BRU, is conducting the research entitled "Effects of Using Flashcard to Improve Vocabulary Learning and Retention for Prathomsuka 5 Students." under the supervision of Assistant Professor Dr. Chookiat Jarat, Chairperson of the thesis.

In this regard, BRU would like to ask permission from Director of Bannongkrok School to allow her to collect the research data.

Please accept, my sincere appreciation and the assurances of my highest consideration.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Narumon'.

(Assistant Professor Dr. Narumon Somkuna)

Dean of Graduate School

Buriram Rajabhat University

Office of Graduate School

Tel. 0 4461 1221, 0 446 1616 ext. 7401-2

Fax. 0 4461 2858

CURRICULUM VITAE

Name: Sivakon Pilalum

Date of Birth: October 18, 1989

Place of Birth: 253 Moo 3 Bannongdoom, Mungkae Sub-district,
Satuek District, Buriram Province, Thailand

Address: 253 Moo 3 Ban Nongdoom, Mungkae Sub-district,
Satuek District, Buriram Province, Thailand

Education: 1996-2002 Primary School from Bangnongdoom School,
Satuek District, Buriram Province, Thailand

2002- 2005 Lower secondary School from Maungkaepittayakom
School, Satuek District, Buriram Province, Thailand

2005-2008 Secondary School from Burirampittayakom
School, Mung District, Buriram Province, Thailand

2008-2013 Bachelor of Education in English
from Rajabhat Institute Buriram Rajabhat University,
Muang District, Buriram Province, Thailand

Working Place: English Teacher at Bannongyai School, Satuek
District, Buriram Province, Thailand

The Buriram Primary Educational Service Area Office 4