

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATION**

From the research of “The Development of English Vocabulary Learning Ability by Using Games for Mathayom suksa 3 students”, the researcher is able to discuss the results as follows:

#### **5.1 Purposes of study**

5.1.1 Study the effective of instructional plans to improve Matthayom Suksa 3’s English vocabulary learning ability by using games.

5.1.2 Compare the English vocabulary learning of students before learning and after learning by using games for developing vocabulary learning.

5.1.3 Study the attitudes of students toward using games for learning vocabulary.

#### **5.2 Conclusion**

5.2.1 The effectiveness of the instructional plan to improve Matthayom Suksa 3’s English vocabulary learning ability by using games was analyzed by the effectiveness index (E.I.). The effectiveness index was 0.5854 that mean the English learning ability of students after used the instructional plans rose up at 0.5854 levels or 58.54%.

5.2.2 The Comparison of the English vocabulary learning ability of students between Pre-learning and Post-learning. The achievement scores of pretest and posttest are significantly different at the .05 level of statistic. The different mean score of the posttest and pretest were 15.76667, t-test was 12.157 and the standard deviation was 7.10358. The score of posttest of students are higher than the pre-test after learning through games as significantly different at the .05 level of statistic that mean

the students' English vocabulary learning ability were improved after learning through games.

5.2.3 The result of students' attitude towards English learning by games. After the researcher taught the participants through games, the attitude of the participants were evaluated using a questionnaire and the data from the questionnaire was rated by a 5 rating scale. The results of the questionnaire show that students were highly satisfied with learning vocabulary through games.

### **5.3 Discussion**

5.3.1 The effective index of the instructional plans to improve Matthayom Suksa 3's English vocabulary learning ability by using games was 0.5854, showing that the English learning ability of students after using the instructional plans increased 58.54% . This was because the instructional plans contained interesting games and activities. Games allow learners to learn and enjoy at the same time, Not only fun, interesting and challenging but games also increase learners' achievement because games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995) and games are a good way of practicing language, for they provide a model of what learners will use the language for in real life when exercises that practice and utilize the new language have been completed, games can then be introduced as yet another means for enabling greater comprehension (Zdybiewska, 1994) besides, the instructional plans were suitable for the students' level, were consistent with the objectives, and encouraged students to change their learning behaviors by their own abilities, made students acquire skills. A good instructional plan allows learners to understand the content in the lesson, step by step following the teachers' instruction (Tardthong, 2009, Moonkhum, 2006 and Laksana, 1990). Before the instructional plans were used, they were totally checked and reviewed by the experts and tried out to check the effectiveness before being used. The students were an important factor in this research; the students who were the sample group were responsible and enthusiastic in learning. The finding is in line with the study by Parichat Panboot and Surachai Piyankool (2010) who studied the effects of using language game exercises

to enhance the skill of reading basic words for Prathomsuksa 3 students which found that The achievement scores after learning through the language game exercises for Prathomsuksa 3 students were higher than pretest scores, different at the 0.05 level of significant and the effectiveness index was at 75%.

5.3.2 The students' English vocabulary learning ability after studying by using games is higher than before studying through games. The English vocabulary learning ability of students was improved. The mean score in posttest were higher than pretest and the mean score in every lesson. These differences were at the 0.05 level of statistic. That was because of children are naturally motivated to play games ( Prensky, 2001, p. 6) and games as an activity with rules and goal and an element of fun ( Hadfield, 1997 cited in Deesri, 2002, p. 1), a form of art in which participants; termed players, make decisions in order to manage resources through game tokens in the pursuit of a goal (Costikyan, 1994) are a good way of practicing language, for they provide a model of what learners will use the language for in real life in the future exercises that practice and utilize the new language have been completed, games can then be introduced as yet another means for enabling greater comprehension ( Zdybiewska, 1994, p. 6) and the main reason why games are considered effective learning aids is that they spur motivation and students get very absorbed in the competitive aspects of the games; moreover, they try harder at games than in other courses and games help them to learn and remember (Avedon & Sutton-Smith, 1971, pp.28- 29 cited in Luu Trong Tuan and Nguyen Thi Minh Doan, 2010). The finding is in line with studies by Pisut Tunchalearnpanih (2012), Huyen, Nguyen Thi Thanh & Nga, Khuat Thi Thu (2003), Wichuda Kunnu, Thanakorn Uiphanit, and Aungkana Sukwises (2016) and Maryam Rohani and Behzad Pourgharib (2013) which found that after using game in teaching process the post-test score of most students were higher than the pre-test score and the mean testing score in pre-learning and post-learning in word and items in school categories are different with statistical significance at 0.05. Game was an instrument that helped learner to remember vocabulary. The students' vocabulary knowledge was improved after they studied through games.

5.3.3 The students' attitude toward learning English vocabulary through games as the result shown in Table 4.6, Chapter 4 the attitude of students after learning English vocabulary with games. The results show that the students' attitude toward learning vocabulary through the games rated at 4.42 which means students were satisfied with the learning activities at a high level. From the Questionnaire, The question that all students gave their opinion in strongly agrees or in 5 rating scale was the question number 6; I like playing games. Moreover students gave further opinions about the 3 most interesting and admired games these are "Slap", "guess the card" and "who am I?" They are also keenly waiting for other games that the teacher will provide for them. And from observation the behavior of students, it was found that the students were enthusiastic, concentrated and interested in English vocabulary learning through game activities. The students gained skills from learning activities, particularly "Guess the Card", "Crosswords Game", "Mime Game", "Who am I?", "Slap" and "Roll the dice"; in every activity the games created competition and the winner would get the prize. Using the prize as incentive would make the students try harder to have more fun, being they were ready to both engage in activities and memorize words. Games are highly motivating since they are amusing, interesting and at the same time challenging (Luu Trong Tuan and Nguyen Thi Minh Doan, 2010) Not only fun, interesting and challenging but games also increase learners' achievement. We know that, games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the one game (Lee, 1995). Playing games also help teacher and children with focus, self esteem, and memory because they are being patient while waiting to achieve attainment of the next level. Playing games help their self esteem because sometimes they get a quicker reaction from the game system and they can really see how they have accomplished something. (Schuna, 2010) So using games is one of the most important ways to teach efficiently in a language class because games mean the world to children. Nothing is more fun than playing games for them. They feel happy and free while playing. Look back when we were young; we will remember the games we played were the happiest moments of our life. It does not matter whether indoors or outdoors, and we cannot deny the importance of games. If students learn with games, they have fun, feel happy and free; it means that the teacher has reached the goals.

Games strengthen language skills, and learners develop social skills and good relationships while they interact with each others. This finding is congruent with Mali Audtakorn (2013) who studied the development of English vocabulary learning by using games for grade 1 students of Lakmuangmahasarakham School and found that the students' satisfaction, as a whole, toward games in English vocabulary learning was at a high level. Samnao Sripramong. (2004) who studied the effect of using vocabulary games on the retention in learning vocabulary of Prathomsuksa five students, found that the students were satisfied with vocabulary learning by using game activities.

## **5.4 Recommendations**

5.4.1 Retention of learning to check the efficiency of game in vocabulary learning by game should be conducted.

5.4.2 Other techniques to develop vocabulary learning ability should be studied.

5.4.3 Use games to improve other skills of learning English should be focused.