LEARNING ABILITY AND THE RETENTION OF ENGLISH VOCABULARY THROUGH GAMES OF PRIMARY 2 STUDENTS OF DEMONSTRATION SCHOOL OF SUAN SUNANDHA RAJABHAT UNIVERSITY.

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ABSTRACT

The purposes of this research were 1) to compare the learning ability of English vocabulary of Primary 2 Students before and after using games and 2) to study the retention of English vocabulary of Primary 2 Students by using games. The sample included 30 Primary 2 Students of Demonstration School of Suansunandha Rajabhat University and selected by simple random sampling. Research instruments were 1) lesson plan and 2) an achievement test. Data were statistically analyzed in mean, standard deviation, and t-test.

The findings revealed as follows:

1. The learning ability of English vocabulary of Primary 2 Students before and after using games was significantly different (p < .05).

2. The retention of English vocabulary of the students between post-test and two weeks after post-test was not different.

Keywords: Teaching English Vocabulary through games

INTRODUCTION

Students must have knowledge of vocabulary to be able to use in various skills because if the learners don't know about the vocabulary or do not understand the words Terminology will affect learning Because vocabulary is an important part of communication from the study of the teaching methods to develop the ability to learn vocabulary, found that there are many ways But the way that helps children to develop and remember vocabulary include games for teaching Consistent with the research to study the use of games as a supplementary activity in the development of English vocabulary. Students at grade 2 it was found that organizing activities to enhance learning English vocabulary using games makes the vocabulary learning of students to improve. With statistical significance at the level of .01 and the students were satisfied with the supplementary activities in vocabulary learning by using games at a high level For the activities of teaching English vocabulary to be suitable for the development of students Should be organized by allowing students to learn from natural practices so will make students have a good attitude towards learning language skills in teaching is considered a suitable medium for use in teaching and learning activities. Especially use games in teaching English vocabulary This will make students learn naturally until they are able to remember the words and apply the words to other skills (Support, Expert, Think, 1997, p. 37).

Students need to learn about the language both in sound, vocabulary. Language structure every language has the same important components - sound, vocabulary and grammar Learning a language that will help you understand the language better is understanding the structure of the language And knowing the meaning of vocabulary

(Duangduen Jangpanich, 1999, p. 3) Teaching and learning English, knowledge of vocabulary is important in practicing skills in all 4 areas. The more advantage of memorizing a word is And the more familiar with the function of the vocabulary, the more advantageous the language skills and will remember forever (Nares Surasit, 2001, p. 221) The researcher who performed the duty of English language teachers at grade 2 level at the Demonstration School of Suan Sunandha Rajabhat University found that there are still problems in the teaching and learning media for use in teaching and learning activities. In addition, from the evaluation with achievement tests And from the actual assessment from the learning management plan And record after teaching English subjects found that students have difficulty reading aloud and can't spell the words don't know the meaning of vocabulary students do not have confidence in using language. Acknowledged in the teachings slowly And not enthusiastic about studying Not interested in learning English From the study of importance, conditions, problems, and methods of teaching vocabulary in various forms causing the researcher to be interested And there are guidelines for teaching English vocabulary by using language games to teach in order to create motivation and encourage students to be interested in learning English more and from the research, it is found that teaching by using games to help learners have higher learning achievement of auspicious masses (2005) It was found that the students taught by using games had higher English vocabulary learning achievement than the students taught by the teacher manual. And the use of games for teaching English vocabulary, causing students to have a higher attitude after studying. Which is in line with Charinya's best research (2007). Using games to teach English vocabulary makes students remember words without memorizing but is based on psychology. The learner will only learn well and understand the content of the lesson only if he / she is interested in that subject. The instructor must try to create an atmosphere that is fun and enjoyable. Games are one of the activities that will help create a better atmosphere while studying. It also helps your child to remember the lessons with accuracy and wit and playing games allows students to participate in organized activities that are fun and help enhance learning in terms of vocabulary as well. Allowing students to always train themselves Creating a positive attitude towards English (Sumit Kunanukon, 2000, p. 17) in accordance with the research of Santi Saeng Suk (1999, p. 124) found that the students taught using games have the effect Achievement and learning retention are higher than students who are normally taught. And teaching methods by using this language game will contribute to the development of learning English vocabulary and will enable the student to learn more efficiently (Somporn Warawitayasri, 1997, p. 71). learning and the ability to learn English, which will be the basis for studying the language at a higher level

The researcher sees the importance of teaching English vocabulary, which is an important basis for learning English, therefore interested in studying the subject Ability to learn vocabulary And persistence in memorizing the meaning of vocabulary by using games for Grade 2 students of the Demonstration School, Suan Sunandha Rajabhat University Bangkok to give students the ability to learn vocabulary and to be more durable in remembering the meaning of English vocabulary And also result in increased student achievement

OBJECTIVE

1. To compare the ability to learn English words before and after using the game of students

2. To study the persistence in remembering the meaning of English vocabulary by using games of students.

METHODOLOGY

1. Population and samples

      1. The population is Grade 2 / 1- 2/2 students currently studying in the academic year 2018 at the Demonstration School of Suan Sunandha Rajabhat University. Vachira Phayaban, Dusit, Bangkok, consisting of 2 rooms, each with 30 students, each of which has 60 mixed, talented, medium and weak students.

      2. The sample consisted of 30 Grade 2/2 students who are studying.

      In the academic year 2018, Demonstration School, Suan Sunandha Rajabhat University Wachira Phayaban, Dusit, Bangkok Which was obtained from simple randomness by drawing lots by using the classroom as a random

2. Research instruments

      In data analysis the researcher proceeded as follows

      1. Comparison of English vocabulary learning ability of students who are managed by using games. Before and after using the t-test for t-test for dependent samples (Boonchomsri Sa-at, 1992, P. 109)

      1. Test before learning to find the average x_1

      2. Teaching experiment

      3. After testing, find the average x_2

      4. Compare the differences between the mean scores before studying x1 and the mean scores after studying x_2 by using the t-test in the case of t-test for dependent samples.

      2. Study the persistence in memorizing the meaning of English words using games. After class and after a 2 week period

      1. Test scores after studying the average

      2. Test scores after 2 weeks of time, using the original English vocabulary ability test to find the average

      3. Compare the differences between the mean scores after studying. And the average score obtained from the test for 2 weeks with the use of t-test in the case of t-test for dependent samples

1. Basic statistics

      1.1 Determine the mean score of the score by calculating the formula (Boonchom Srisamat, 1992, P.6)

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

           $\bar{X}$ Represents of average points

           $\sum x$ Represents the sum of all points

           N   Represents the total number of students in the sample

      1.2 Determine the standard deviation from the formula (Bunjomsri Sa-at, 2002, p. 106)

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

    S.D.   Represents   standard deviation

    $\sum x$ Represents   Sum of all points

    $\sum x^2$ Represents   Sum of all scores squared

    N   Represents Number of students in the sample group

2. Statistics used to check equipment quality

  2.1 Finding the test coefficient of conformity with learning objectives Finding the Coefficient of Conformance (Index of Item - Objective Congruence: IOC) has the following formula: Find the consistency index between the exams With learning objectives (Index of Item Objective Congruence: IOC) (Phuangrat Thawirat, 1997, p. 117)

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

When IOC represents the consistency index between the exam and the learning objective

  ∑R represents the sum of the expert opinion points

 N represents the total number of experts.

  2.2 find the difficulty (p) of the test to learn English vocabulary Calculated from the following formula (Boon Chomsri-sa-ad, 2002, p. 84)

$$P = \frac{R}{N}$$

  When P represents the difficulty of the test

     R is the number of students that answered correctly

     N represents the total number of test takers

The boundary of P values and their meanings

     0.81 - 1.00 is a very simple exam.

     0.61 - 0.80 is a relatively easy exam (available)

     0.41 - 0.60 is an examination that is difficult, easy, suitable (good)

     0.21 - 0.40 is a test that is quite difficult (available)

     0.00 - 0.20 is a very difficult exam

3. Statistics used in hypothesis testing

  Compare the ability to learn English vocabulary before and after learning. By using t-test for dependent samples, the researchers collected the data and analyzed the data using the software package.

RESULT

  Research subject Ability to learn vocabulary And persistence in memorizing the meaning of English vocabulary by using games of Prathom Suksa 2 students. The researcher conducted the data analysis in the following order.

  Part 1 the comparison of English vocabulary learning ability of Prathom Suksa 2 students who received learning by using games. Before school and after school

  The table shows the achievement in the English vocabulary learning ability of the students using the game. Before school and after school

samples	n	_X	S.D.	D	t	df	Sig.
Pre-test	30	10.47	3.95				
Post test	30	27.07	2.36	16.06	21.95*	29	0.000

* Statistical significance at the level of <.05

  From the table found that Grade 2 students who received learning management using games. Have the ability to learn English vocabulary After studying higher than before studying Statistical significance at the level of <.05

Part 2 Results of the study of retention of meaning in English vocabulary by comparing the mean score after studying immediately with the average score of tests after a period of 2 weeks.

The table shows the comparison of the average scores after school and the average scores after omissions.

The duration is 2 weeks for the sample group.

average	n	X̄	S.D.	D	t	df	Sig.
After	30	27.07	2.36				
After 2 weeks	30	26.30	1.93	0.76	2.31*	29	0.02

* Statistical significance at the level of <.05

From the table, it was found that the average scores immediately after studying and the average scores after a period of 2 weeks were not different. Shows that grade 2 students are persistent in remembering the meaning of English vocabulary

CONCLUSION AND FUTURE WORK

This research is research to compare the achievement that affects the ability to learn English words using games And persistence in remembering the meaning of English vocabulary of Grade 2 students of the Demonstration School, Suan Sunandha Rajabhat University Bangkok

The researcher proposed the discussion as follows

1. As for the results of English vocabulary learning ability of Grade 2 students who received learning by using games. Before learning and after learning, the results showed that the students who received learning by using games had the ability to learn English vocabulary after studying higher than before learning at the statistical significance level of .05 which is in accordance with Hypothesis Can discuss the results as follows

Organization of teaching and learning activities in a learning management plan a variety of games are included in the learning management plan. Because the game makes the students to enjoy learning happily, students do not show signs of boredom about the study. Are enthusiastic in learning English vocabulary and most of the vocabulary is in the lesson content Students are interested and try to learn vocabulary. In order to show his ability When there must be competition, play games Students are happy and proud to show As for students with good learning, they can help friends in the team that are weak and moderate students have the opportunity to express themselves with friends and can respond appropriately in English The observation of the average post-study score was 27.06 higher than before study, compared with the average pre-study score was 10.46 and the standard deviation (S.D.) after study was 2.36, which was 3.95 lower than before study. The students who have been learning by using games make the students have less gap in their ability to learn English words. Which is consistent with the research of Nantaphon Khachasiriphong (1997, Nor 74-80) Have studied and compared the learning achievement and retention in English vocabulary at the secondary school level. The research found that the learning achievement of students using games with exercises Higher than students without the games with exercises with statistical significance at the level of .05 in addition, the use of games is one of the effective learning media that has been involved in teaching and learning. Make students interested in the lesson Memorize words easily This corresponds to Sukit Sriprom (2001, p. 75) which

states that game activities stimulate students to be interested in learning the content taught by teachers. Helping students to demonstrate their full potential have fun learning Helps to solve problems of students who do not want to learn English. And also in accordance with the research of Amonrat Chatdon (2010), studying the use of games in teaching English vocabulary on the achievement and retention in learning of prathom suksa three students. Pre- and post-academic achievement of students who have been learning English vocabulary using the game found that Academic achievement of students after learning was higher than before learning. With statistical significance at the .05 level and student learning retention, it is found that the comparison of post-learning and 14-day learning achievement after the average is equal to 18.20 and the average after 14 days. Is equal to 17.80 for the t-test statistic is 2.45

Which is less than the value opened from the table. Therefore, it can be concluded that the achievement after 14 days of study is no different from after studying. Shows that the students who received the English vocabulary learning activities using accompanying games are durable in learning which corresponds to the words of Wanlaphon Kongthaworn (1996, p. 83) Who said Games can help students gain knowledge, have fun, and games can also be useful to encourage students to become more interested in the lesson. Because the teacher can also use the game for reviewing the study content Therefore can be used as a reason that Games are one of the learning media used in organizing learning activities so that students have the ability to learn vocabulary. And to achieve the characteristics as specified by the teacher as well

2. Persistence in remembering the meaning of English vocabulary From the test scores to measure the persistence in memorizing the meanings of English vocabulary of students who have been managed by using games after a period of 2 weeks, it was found that the comparison of academic achievement after learning with After leaving for 2 weeks The mean score after studying was 27.07 and the average after studying after 2 weeks had an average of 26.30. For the t-test, the value was 2.31. Academic achievement after 2 weeks has not been significantly different from post-study scores. show that Prathom Suksa 2 students who received learning management using games were durable in memorizing the meanings of vocabulary. Which can explain that from tests after school immediately by using games Students with moderate learning ability and those with weak learning ability were not different in English vocabulary. But when testing again after a period of 2 weeks, the standard deviation decreased to 1.93, indicating that A number of students became less durable in memorizing vocabulary, meaning and vocabulary. Due to leaving 2 weeks Which duration affects memory ability Causing student achievement scores to decrease but the results obtained from the test are still not very different Point out that games play a part in memorizing students' words. And the ability to memorize less words can be explained according to Atkinson and Shiffrin's theory (Atkinson and Shiffrin, 1997, p.71-72) discussing two theories of memory. That (Two-Process Theory of Memory) short-term memory is temporary memory anything if in short-term memory Everything must be reviewed in short-term memory. Therefore, the number of items that we will remember in short-term memory is limited, such as if a person's name We may review only 3 to 4 names over time. The review helps prevent memory to break down from short-term memory. And whatever, if in short-term memory for a long time for how long That will have a greater chance of embedded in long-term memory.

From this research, it can be concluded that Teaching English vocabulary using games is based on the objectives of the research, which is to use games to manage learning, giving students the ability to learn vocabulary. And resulting in higher academic achievement students are durable in memorizing the meaning of vocabulary. Which can use the process of organizing learning activities using games as a guideline for the development of teaching and

learning activities in the classroom in order to develop vocabulary ability and increase retention in students' vocabulary.

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