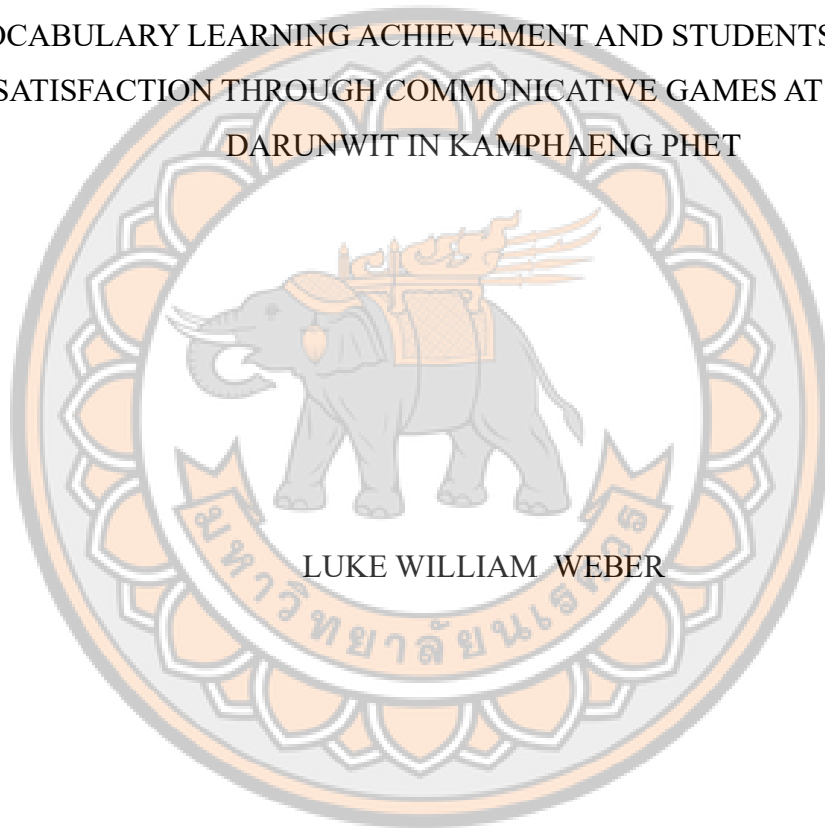




AN ENHANCEMENT OF THIRD GRADE STUDENTS' ENGLISH  
VOCABULARY LEARNING ACHIEVEMENT AND STUDENTS LEARNING  
SATISFACTION THROUGH COMMUNICATIVE GAMES AT PATTAMA  
DARUNWIT IN KAMPHAENG PHET



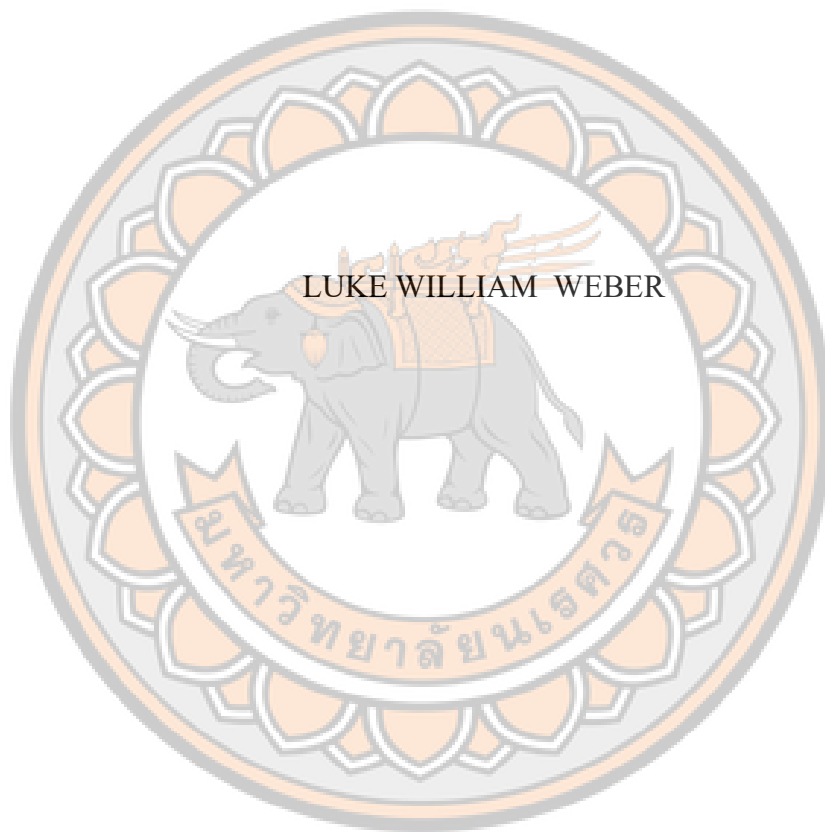
LUKE WILLIAM WEBER

A Thesis Proposal Submitted to the Graduate School of Naresuan University  
in Partial Fulfillment of the Requirements  
for the Master of Education in English - (Type A 2)

2024

Copyright by Naresuan University

AN ENHANCEMENT OF THIRD GRADE STUDENTS' ENGLISH  
VOCABULARY LEARNING ACHIEVEMENT AND STUDENTS LEARNING  
SATISFACTION THROUGH COMMUNICATIVE GAMES AT PATTAMA  
DARUNWIT IN KAMPHAENG PHET



A Thesis Proposal Submitted to the Graduate School of Naresuan University  
in Partial Fulfillment of the Requirements  
for the Master of Education in English - (Type A 2)

2024

Copyright by Naresuan University

Thesis Proposal entitled "AN ENHANCEMENT OF THIRD GRADE STUDENTS' ENGLISH VOCABULARY LEARNING ACHIEVEMENT AND STUDENTS LEARNING SATISFACTION THROUGH COMMUNICATIVE GAMES AT PATTAMA DARUNWIT IN KAMPHAENG PHET"

By Luke william Weber

has been approved by the Graduate School as partial fulfillment of the requirements for the Master of Education in English - (Type A 2) of Naresuan University

**Oral Defense Committee**

..... Chair  
(Associate Professor Dr. Areerug Mejang)

..... Advisor  
(Assistant Professor Dr. Henry yuh Anchunda)

..... Internal Examiner  
(Assistant Professor Dr. Sudakarn Patamadilok)

..... Internal Examiner  
(Associate Professor Dr. Namthip Ongrardwanich)

..... Internal Examiner  
(Dr. Suphornthip Thanaphatchottiwat)

**Approved**

.....  
(Associate Professor Dr. Krongkarn Chootip, Ph.D.)  
Dean of the Graduate School

## TABLE OF CONTENTS

	<b>Page</b>
TABLE OF CONTENTS .....	D
LIST OF TABLES .....	G
LIST OF FIGURES .....	H
CHAPTER I INTRODUCTION .....	1
1.1 Background and Significance of the study .....	1
1.2 Purposes of the study .....	5
1.3 Statement of the problem .....	5
1.4 Scope of the Study .....	6
1.5 Basic Assumption .....	8
1.6 Definition of terms .....	8
1.7 Research Hypothesis .....	11
CHAPTER II LITERATURE REVIEW .....	11
2.1 Vocabulary Learning Achievement .....	12
2.1.1 Vocabulary Learning Achievement Definition .....	12
2.1.2 Factors Influencing Vocabulary Learning Achievement .....	16
2.1.2.1 Frequency of exposure .....	16
2.1.2.2 Contextual learning .....	17
2.1.2.3 Vocabulary Knowledge .....	18
2.1.2.4 Fluency and pronunciation .....	19
2.1.2.5 Motivation and interest .....	20
2.1.2.6 Confidence and anxiety .....	21
2.1.3 Pedagogical Approaches for Vocabulary Learning Achievement .....	22
2.1.3 Pedagogical Approaches for Vocabulary Learning Achievement .....	23
2.1.3.1 Rote Memorization vs. Meaningful Learning .....	23
2.1.3.2 Role of Speaking Activities and Error Correction .....	24

2.1.4 Vocabulary Enhancement Activities .....	25
2.1.5 Theoretical Underpinning.....	26
2.1.6 Vocabulary Learning Achievement Assessment.....	28
2.2 Communicative Language Teaching.....	29
2.3.1 CLT Background .....	30
2.2.2 Presentation, Practice, and Production .....	31
2.2.3 Game-Based approach.....	32
2.3.4 Summary of Communicative Language Teaching .....	33
2.3 Communicative Games.....	34
2.3.1 Definition of communicative games .....	34
2.3.2 Types of communicative games .....	36
2.3.2.1 Role-playing games.....	37
2.3.2.2 Board Games .....	38
2.3.2.3 Word Games .....	39
2.3.3 Theoretical Underpinnings .....	42
2.3.3.1 Motivation and engagement .....	42
2.3.3.2 Social interaction and communication .....	43
2.4 School Context.....	46
2.5 Related Studies .....	46
2.6 Foreign Research .....	48
CHAPTER III RESEARCH METHODOLOGY .....	51
3.1 Population and Sample .....	51
3.2 Variables.....	51
3.3 Research Instruments.....	51
3.3.1 Lesson plans .....	51
3.3.2 Vocabulary Learning Achievement Test.....	53
3.3.3 Students satisfaction questionnaire .....	54
3.4 Data Collection .....	54
3.5 Data Analysis .....	56

CHAPTER IV RESULTS .....	57
4.1 Results of comparing vocabulary learning achievement .....	57
4.2 Results of studying students' satisfaction .....	58
CHAPTER V DISCUSSION AND CONCLUSION .....	61
5.1 Discussing Results of Students' Vocabulary Learning Achievement Before and After Learning Through Communicative Games .....	62
5.2 Discussing Results of Students' Satisfaction with the Use of Communicative Games .....	63
5.3 Recommendations .....	64
5.4 Classroom Observations .....	64
5.5 Conclusion .....	66
APPENDIXS .....	68
APPENDIX A: Lesson Plans .....	69
APPENDIX B: Animal Diet PowerPoint Slides .....	79
79	
APPENDIX C: Animal flashcards .....	81
APPENDIX D: Pre-test English Vocabulary Learning Achievement .....	82
APPENDIX E: Post-test English Vocabulary Learning Achievement .....	83
APPENDIX F: Satisfaction Questionnaire .....	86
REFERENCES .....	88
BIOGRAPHY .....	90

## LIST OF TABLES

	<b>Page</b>
Table 1 Vocabulary Retention Pre-test and Post-test scores .....	57
Table 2 Results of Studying Students' Satisfaction with Communicative Games.....	58



## LIST OF FIGURES

	<b>Page</b>
Figure 1 PowerPoint Slide 1 .....	79
Figure 2 PowerPoint Slide 2 .....	79
Figure 3 PowerPoint Slide 3 .....	80
Figure 4 PowerPoint Slide 4 .....	80
Figure 5 Animal Flashcards .....	81



# CHAPTER I

## INTRODUCTION

### 1.1 Background and Significance of the study

During the past century, the English language grew into one of the most spoken languages in the world. It became a “Global Language,” which, according to Crystal (1997), meant that it developed a special role that was recognized in every country. English was the third most common language spoken in the world and was the most common second language. Ilyosovna (2020) explored the global significance of English, noting its historical roots and contemporary prevalence. With over a billion speakers worldwide, English played a vital role in science, aviation, and the international job market. Ilyosovna underscored its dominance on the internet and in global media. Moreover, English functioned as a lingua franca, serving as a bridge for communication, fostering education, business connections, international travel, and interaction across diverse communities. The global prominence of the English language was unmistakable, as evidenced by its official status in numerous international organizations like the United Nations, World Health Organization, and World Bank, as well as its recognition as the universal language of aviation. Additionally, English held official language status in influential regional bodies such as the Asia-Pacific Economic Cooperation (APEC), the Group of Seven (G7), and the Association of Southeast Asian Nations (ASEAN). Thailand, a member of ASEAN, underscored the significance of English in education to enhance the well-being of its populace. This multifaceted dominance of English, scrutinized by researcher Rao (2019), accentuated its pivotal role in shaping global interactions and collaborations.

Kaewkunha and Sukying's (2021) research underscored the critical importance of English proficiency for Thai service industry employees. The study revealed a strong demand for English skills, particularly in listening and speaking, within the communication-centric roles of participants. Despite facing challenges such as difficulties with accents, grammar, and vocabulary, employees expressed a keen

interest in improving their proficiency, emphasizing the need for targeted language training programs. This aligned with the broader context in Thailand, where speaking English became almost essential, particularly in areas frequented by tourists worldwide. Businesses that recognized the value of English communication gained a competitive edge by attracting a broader clientele comfortable with English. The Thai government's recognition of the importance of English was evident in its mandate to teach English as a compulsory subject at all levels in both public and private schools since 2005. Emphasizing the significance of learning English, the Ministry of Education promoted intensive English programs and bilingual departments, extending from early childhood to postgraduate education. This comprehensive approach highlighted the integral role of English proficiency in advancing careers and fostering success among the Thai populace.

Vocabulary acquisition and retention were pivotal in the process of learning a second language, as emphasized by the classic work of Cameron (2001), who asserted the necessity of accumulating a substantial vocabulary of around two thousand words to proficiently engage in speaking and writing in the target language. This underscored vocabulary's foundational role in language acquisition and its role as a linchpin that connected all language skills: speaking, listening, reading, and writing. As students learned new words, they created meaningful associations and links between vocabulary and their native language, facilitating comprehension and communication. This vocabulary learning was intertwined with the development of language skills, with students naturally integrating new words into their spoken and written communication, ultimately enhancing vocabulary learning achievement. Encouraging students to embrace mistakes as valuable learning experiences fostered a deeper language understanding and promoted more fluent oral expression.

Recognizing the growing importance of vocabulary in language learning challenged traditional grammar-focused approaches (Taheri, 2014), echoing Wilkins's (1972) assertion that "without grammar, little can be conveyed; without vocabulary, nothing can be conveyed." Vocabulary acted as the conduit for effective communication, connecting all essential language skills. As learners expanded their vocabulary, they gained profound insights into language nuances and complexities, equipping them with greater efficacy in performing language tasks (Naderiheshi,

2022). Vocabulary acquisition and retention served as the cornerstone of second language acquisition, bridging the gap between comprehension and effective communication. By prioritizing vocabulary learning and encouraging active practice, educators nurtured more fluent vocabulary learning achievement and enhanced overall language proficiency in their students.

Vocabulary learning achievement was a crucial facet of language acquisition, rooted in foundational theories. Vygotsky's (1978) Zone of Proximal Development (ZPD) underscored the social nature of oral language development, emphasizing the role of social interaction in language acquisition, particularly in children who benefited from conversations with more proficient speakers. Language, in this context, not only aided communication but also fostered cognitive development by enabling expression and collaboration. Piaget's (1952) constructivist theory highlighted the interplay between cognitive and linguistic growth, as language became a tool for understanding the world. Krashen's (1985) Input Hypothesis supported oral language development by emphasizing comprehensible input that challenged learners just beyond their current proficiency, aligning with the ZPD and emphasizing the need for challenging yet comprehensible materials.

Factors influencing vocabulary learning achievement included vocabulary knowledge, with a larger vocabulary positively correlated with proficiency (Nasir, Ab Manan, & Azizan, 2017). Vocabulary depth, especially word associations, impacted fluency and lexical resources. Fluency and pronunciation also played significant roles, with vocabulary development contributing to improved oral skills (Uchihara & Saito, 2019). Self-confidence positively affected speaking abilities, while anxiety, like foreign language anxiety, could hinder performance, emphasizing the need to address affective factors in language education (Kansil, Tuna, & Liando, 2022). Educators enhanced vocabulary learning achievement through pedagogical strategies like incorporating speaking activities in the classroom, addressing error correction techniques tailored to proficiency levels, and fostering communicative competence that equipped learners to navigate diverse real-world interactions effectively. These theories, proficiency factors, and pedagogical approaches provided valuable insights for educators and learners aiming to improve vocabulary learning achievement and effective communication in language education.

Despite Thailand's ongoing commitment to prioritizing English language education, a significant challenge persisted among Thai students in vocabulary learning achievement. The global assessment of English proficiency, as indicated by the EF English Proficiency Index (2022), placed Thailand at a concerning 97th out of 111 countries. This deficiency in English proficiency carried substantial implications for the nation, given that English stood as the primary foreign language spoken in Thailand. The repercussions extended beyond mere academic standings, potentially dissuading prospective visitors from choosing Thailand as their destination due to communication barriers. The subpar proficiency scores among Thai students could be traced back to inherent difficulties in vocabulary learning achievement. These challenges, in turn, were rooted in systemic flaws within the educational framework. The traditional classroom setting, marked by monotony, failed to engage students in a manner conducive to effective language learning. Yuh's (2021) research underscored the link between uninspiring classroom environments and students' struggles with vocabulary learning achievement. Conventional teaching methods, such as direct translation and rote memorization, fell short in motivating students, leading to lackluster outcomes. An innovative approach, as highlighted in Yuh's findings, involved the integration of communicative games, demonstrating a positive correlation with enhanced vocabulary learning achievement. The deficiency in vocabulary learning achievement not only hampered academic progress but also detrimentally affected Thais' ability to engage in effective spoken English.

Communicative games, particularly when integrated with gamification strategies, were invaluable for improving vocabulary learning achievement in EFL classrooms. Building on the historical significance of games in education (Amaya-Díaz & Bajaan-Zajia, 2020), they offered enjoyable activities with clear objectives and rules (Hadfield, 1990). These games fostered meaningful language acquisition by enhancing comprehension, promoting vocabulary and grammar acquisition, refining pronunciation and spelling (Constantinescu, 2021), and introducing innovative teaching methods. Despite potential downsides, such as discipline issues, games, when central to language learning, broke the monotony of traditional teaching, created positive learning environments, sparked interest, and engaged students, contributing substantially to teaching and learning (McCallum, 1980). Teachers played a crucial

role in selecting appropriate games, considering factors like educational objectives, language focus, content appropriateness, ease of use, and student engagement, empowering students to learn while having fun and fostering a positive association with the language (Bakhsh, 2016).

Sasum & Weeks (2018) underscored the significant issue of Thai students grappling with vocabulary learning achievement, which had a pronounced impact on their proficiency in English. The research shed light on the pervasive struggle students faced in mastering essential vocabulary, exacerbating challenges in effective verbal communication. This recognition of the vocabulary learning achievement problem served as a crucial foundation for the researcher's initiative to implement communicative games as a targeted strategy. The overarching goal was to not only address the identified issue but also to explore the potential of communicative games in enhancing vocabulary learning achievement among elementary Thai students. This focus on specific challenges identified in the research added depth to the rationale for employing communicative games as an intervention.

### **1.2 Purposes of the study**

There were two main purposes of this study.

1. To compare students' English vocabulary learning achievement before and after learning through communicative games.
2. To study students' satisfaction with the use of communicative games.

### **1.3 Statement of the problem**

The increasing prominence of the English language as a global means of communication compelled nations, including Thailand, to prioritize its integration into educational curricula. Despite concerted efforts by the Thai government to elevate English language proficiency, a significant challenge persisted among Thai students. The deficiency in English proficiency, particularly in vocabulary learning achievement, posed a multifaceted problem with far-reaching implications.

Thailand's commitment to English language education was evident, driven by the language's pivotal role in various aspects of life, including education, business, and international interactions. However, the global assessment of English proficiency, as reflected in the EF English Proficiency Index (2022), positioned Thailand at a concerning 97th out of 111 countries. This deficiency not only impacted academic standings but also held implications for the nation's global image, potentially dissuading prospective visitors due to communication barriers.

The root causes of this challenge could be traced back to inherent difficulties in vocabulary learning achievement. Systemic flaws within the educational framework, including uninspiring classroom environments and conventional teaching methods, contributed to the struggle faced by Thai students. The traditional classroom setting, marked by monotony, failed to engage students effectively in language learning, leading to lackluster outcomes.

Recognizing the significance of vocabulary learning achievement, the researcher sought to address this issue through the innovative approach of employing communicative games in English as a Foreign Language (EFL) classrooms. The potential of communicative games in enhancing vocabulary learning achievement was underscored in the literature, offering a promising avenue for overcoming the challenges faced by Thai students.

#### **1.4 Scope of the Study**

This research investigated the impact of communicative games on the vocabulary learning achievement of grade-3 students at Pattama Darunwit, a private school in Kamphaeng Phet, Thailand. Vocabulary learning achievement combined both vocabulary retention and oral communication skills. The study focused on a specifically chosen group of 36 grade-3 students. Grade-3 was selected because it provided a large enough sample size for meaningful analysis, ensuring that the findings were robust and representative. Additionally, the lessons were specifically tailored to the grade-3 level, making the content both relevant and appropriate for the students' developmental stage. Moreover, the presence of a capable Thai teaching assistant in the grade-3 class was instrumental in helping students understand and

engage with the games, ensuring they knew how to play and learn effectively. By concentrating on this specific school and grade level, the research aimed to provide a focused analysis of how communicative games enhanced language skills within the unique educational environment of Pattama Darunwit. This targeted approach sought to generate valuable insights applicable to the school's curriculum, teaching methods, and the learning experiences of grade-3 students.

### **Content Scope**

The content scope of this study revolved around animal-themed vocabulary and concepts. Six lesson plans were designed to deliver this content through engaging and communicative games. These lessons covered various animal-related topics such as animal names, animal body parts, animal diets, food and its benefits, animal movement, and animal habitats. The specific game styles employed included Bingo, memory games, team games, musical chairs, around the world, and charades.

### **Scope of Variables**

To understand the effectiveness of communicative games, this study employed two key variables. The first, the independent variable, was the mode of learning itself. Here, the learning mode was specifically designed to incorporate communicative games into the teaching process. The second variable, encompassing the dependent variables, focused on the students' learning outcomes. This included their overall vocabulary learning achievement, which combined their ability to retain vocabulary and their fluency and effectiveness in spoken communication. Additionally, the study examined the students' satisfaction with learning vocabulary and oral skills through communicative games. Essentially, the research sought to determine how using communicative games (independent variable) affected the students' vocabulary learning achievement and their satisfaction with the learning process (dependent variables).

## 1.5 Basic Assumption

This research assumed that the integration of communicative games as a teaching strategy would positively impact students' English language learning experience, specifically in the areas of vocabulary learning achievement. The assumption was grounded in the recognition of the challenges faced by Thai students in achieving vocabulary learning. The premise built upon existing theories, such as the significance of vocabulary in language acquisition, the social nature of oral language development, and the effectiveness of communicative games in enhancing language skills. Additionally, the assumption acknowledged the global importance of English as a lingua franca and Thailand's commitment to prioritizing English language education. By introducing communicative games as an innovative approach to address the identified issues, the research assumed that these games would break the monotony of traditional teaching, engage students, and provide a positive and effective learning environment. The hypothesis that communicative games enhanced vocabulary learning achievement served as a foundational assumption, implying that students' active participation in language-based games would contribute to meaningful language acquisition and skill development.

## 1.6 Definition of terms

**1. Communicative Games** - Communicative games pertain to English speaking activities designed to enhance vocabulary learning achievement. These games incorporate rules or objectives, providing students with opportunities to apply and reinforce their acquired vocabulary in a dynamic setting. Participants engage in friendly competition or collaborative endeavors with classmates, fostering an interactive environment. These games can be conducted individually, in pairs, or within groups, encouraging active language usage and skill development. In this study, communicative games consist of:

- 1) Bingo Game:** Students must write their own bingo cards using vocabulary words they have learned. When a student has a bingo, they must tell the

teacher the correct names from their card to verify. This game encourages students to recall and use vocabulary words accurately.

**2) Memory Game:** Students write down the vocabulary of animal body parts and draw a picture of each body part on separate pieces of paper. They take turns with partners, trying to find the correct match between vocabulary and pictures. This game helps reinforce word recognition and visual association.

**3) Team Tournament Game:** The class is split into teams, and each team takes turns having students compete against another team to see who can say the correct sentence first. This game promotes quick thinking and sentence formation under pressure.

**4) Musical Chair Game:** This variation involves splitting the classroom walls into eight different habitats. When the music stops, students must find a habitat and, if they are in the habitat related to a die roll, they must say an animal that lives there or sit down. This game integrates movement with learning, making it fun and engaging while reinforcing habitat and animal associations.

**5) Around the World Game:** Two students compete against each other to make the correct sentence about food and its benefits. The winning student then faces the next student in the class. This game encourages students to think about food vocabulary and its uses in context, promoting full sentence usage.

**6) Charades Game:** Students act out an animal, and the other students guess the animal based on the movements. This game enhances students' ability to describe actions and animals, encouraging descriptive language and active participation.

**2. Vocabulary Learning Achievement:** Vocabulary learning achievement refers to how well students understand, recall, and apply the vocabulary they have been taught. In this research, students are considered to have achieved vocabulary learning if they can answer questions related to the learned vocabulary and use the acquired vocabulary to form simple sentences, regardless of grammatical correctness. An improvement in both recalling vocabulary and constructing simple sentences during

the post-test compared to the pre-test signifies an enhancement in vocabulary learning achievement.

**3. Presentation, Practice, Production (PPP) -** A widely used instructional approach in language teaching, structured into three stages. The Presentation stage involves the teacher introducing new language concepts, such as vocabulary or grammar, often using examples or visuals to ensure understanding. The Practice stage focuses on controlled exercises where students apply the new language in structured formats, such as drills or gap-filling, to build accuracy and confidence. Finally, in the Production stage, students use the language more freely in open-ended activities like role-plays or discussions, simulating real-life communication and encouraging fluency.

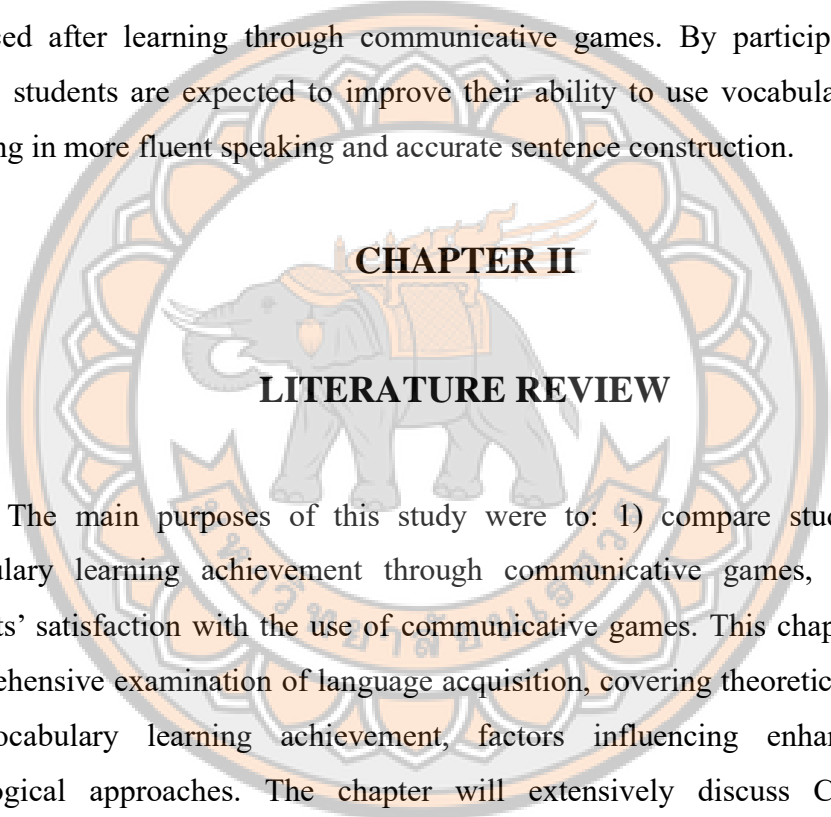
**4. Teaching Vocabulary -** Teaching vocabulary involves a structured approach to introducing, practicing, and reinforcing new words and their usage. During the Presentation stage, the teacher introduces the vocabulary, explaining the meaning of each word and how it is used in context. This may include providing examples, using visuals, or demonstrating the words in sentences to help students grasp both the words and their practical applications. In the Practice stage, students engage in controlled activities that allow them to work with the vocabulary in a structured way, such as completing exercises, matching words with definitions, or filling in blanks. These activities help students become more familiar with the vocabulary, building accuracy and confidence. Finally, in the Production stage, students participate in games or other interactive activities that require them to use the vocabulary in a more spontaneous and creative manner. These games reinforce what was taught, allowing students to apply the vocabulary in real-life scenarios, thus solidifying their understanding and fluency.

**5. Satisfaction-** Satisfaction in this context refers to how well a teaching approach or learning experience meets the expectations of the students. When students are satisfied with an instructional model, it means that the model successfully achieved its intended purpose, which includes enhancing vocabulary retention and oral

communication abilities without any issues. Students assess their language skills and other factors. An instructional model is deemed satisfactory if the participants agree that it effectively improved their vocabulary retention and oral communication skills, typically with a mean score of 3.50 or higher.

### **1.7 Research Hypothesis**

The researcher hypothesized that students' vocabulary learning achievement would be enhanced after learning through communicative games. By participating in these games, students are expected to improve their ability to use vocabulary effectively, resulting in more fluent speaking and accurate sentence construction.



## **CHAPTER II**

### **LITERATURE REVIEW**

The main purposes of this study were to: 1) compare students' English vocabulary learning achievement through communicative games, and 2) study students' satisfaction with the use of communicative games. This chapter provides a comprehensive examination of language acquisition, covering theoretical frameworks for vocabulary learning achievement, factors influencing enhancement, and pedagogical approaches. The chapter will extensively discuss Communicative Language Teaching (CLT) as a pivotal pedagogical approach within this literature review, emphasizing its role in promoting meaningful communication and language acquisition. Additionally, the chapter defines communicative games, categorizes their types, and explores their theoretical underpinnings for facilitating language acquisition.

### **2.1 Vocabulary Learning Achievement**

#### **2.1.1 Vocabulary Learning Achievement Definition**

#### **2.1.2 Factors Influencing Vocabulary Learning Achievement**

- 2.1.3 Pedagogical Approaches to Vocabulary Learning Achievement
- 2.1.4 Vocabulary Enhancement Activities
- 2.1.5 Theoretical Underpinning
- 2.1.6 Vocabulary Learning Achievement Assessment
- 2.2 Communicative Language Teaching
  - 2.2.1 CLT Background
  - 2.2.2 Presentation, Practice, and Production
  - 2.2.3 Game-Based approach
  - 2.2.4 Summary of Communicative Language Teaching
- 2.3 Communicative Games
  - 2.3.1 Definition of communicative games
  - 2.3.2 Types of communicative games
  - 2.3.3 Theoretical Underpinnings
- 2.4 School Context
- 2.5 Related Studies
- 2.6 Foreign Research

## **2.1 Vocabulary Learning Achievement**

### **2.1.1 Vocabulary Learning Achievement Definition**

Vocabulary learning achievement, in the context of this research, is a comprehensive measure that includes both vocabulary retention and oral ability, reflecting a learner's capacity to recall, retain, and effectively use vocabulary in meaningful spoken interactions over time. This definition draws upon various studies that highlight different aspects of these two components.

Vocabulary Retention is defined as the ability to accurately recall and recognize vocabulary words over time, following exposure to various study techniques. Hill (2022) emphasized that vocabulary retention involves not only the accurate recall of words but also the ability to recognize them over both short-term and long-term periods. Hill's research demonstrated that mnemonic devices, such as key-word and sentence methods, significantly improved vocabulary retention, with participants

experiencing an average increase of 9% in their ability to recall vocabulary. These techniques were particularly effective because they bridged the linguistic gap between English and Chinese, providing meaningful encoding methods that aligned with learners' cognitive processes and linguistic backgrounds. This highlights that vocabulary retention is not merely about memory but also about how effectively the vocabulary is integrated into the learner's language system.

Ali, Bakar, Ahmad, and Saputra (2022) further expanded on this by defining vocabulary retention as the ability of learners to recall and retain vocabulary over both short-term and long-term periods. Their study utilized a web-based game called OnVac to assess vocabulary retention among students, finding that OnVac significantly enhanced both immediate and delayed recall. The effectiveness of OnVac was attributed to its multimedia features, such as text, color, and sound, which facilitated the retention of vocabulary related to engineering and technology. This study underscores the importance of interactive and engaging methods in achieving effective vocabulary retention, suggesting that the use of multimedia tools can significantly enhance a learner's ability to remember and utilize new vocabulary over time.

Similarly, Khoshsima and Khosravi (2021) explored the effectiveness of mobile applications, such as Anki and WhatsApp, on improving vocabulary retention among EFL learners. Their research indicated that learners using mobile apps showed significantly better retention compared to those using traditional methods. This finding supports the idea that technology-based, interactive learning environments contribute to more effective vocabulary retention by making the learning process more engaging and aligned with modern learners' preferences. The study concluded that mobile technology should be integrated into language education to improve vocabulary acquisition and retention, although further research was recommended to explore its impact across different contexts and learner profiles.

Donald, Stavy, Subon, and Unin (2019) added to this understanding by defining vocabulary retention as the ability of learners to recall and use vocabulary effectively over time. They measured retention through pre-test and post-test assessments, finding that students exposed to language games demonstrated significantly improved vocabulary retention compared to those taught through conventional methods. The

increased post-test scores suggested that language games provided a fun and engaging learning environment, which in turn enhanced students' ability to remember and use new vocabulary more effectively. This aligns with the broader understanding that meaningful and enjoyable learning experiences significantly contribute to vocabulary retention.

Oral Ability in this context refers to the capacity to effectively and fluently use spoken language in interactive and meaningful ways. Toro, Camacho-Minuche, Pinza-Tapia, and Paredes (2019) define oral ability within the framework of Communicative Language Teaching (CLT) as the capacity to effectively engage in meaningful spoken interactions. Their research highlighted the importance of task-based activities like dramatizations and communicative strategies such as modeling, repetition, and pair/group work. These methods, when applied consistently, were found to significantly improve communicative competence, suggesting that varied and frequent use of these strategies is essential for developing oral ability. The study also emphasized the importance of metalinguistic feedback and elicitation, which help students recognize and correct their mistakes, thereby enhancing their oral ability.

Uchihara and Saito (2019) expanded on the concept of oral ability by identifying it as comprising comprehensibility, accentedness, and speech rate, all of which are influenced by productive vocabulary knowledge. They found that while vocabulary knowledge did not significantly correlate with oral ability measures, aspects such as lexical retrieval speed and sophistication were crucial. This suggests that effective oral ability involves not just knowing the words but also being able to retrieve and use them quickly and appropriately in spoken interactions. The researchers emphasized the need to assess vocabulary in the same modality as speaking to capture the true relationship between vocabulary knowledge and oral ability.

Saito and Hanzawa (2018) offered a componential view of oral ability in Second Language Acquisition (SLA), including pronunciation, fluency, vocabulary, and grammar. Their study revealed that increased L2 input led to significant improvements in fluency and lexicogrammar, though pronunciation development showed less progress. This finding underscores the importance of varied instruction

types for effective L2 speech learning, suggesting that oral ability is a multifaceted construct that requires attention to various aspects of language learning.

Basa, Asrida, and Fadli (2018) contributed to this understanding by defining oral ability as the capacity to communicate effectively in spoken English, influenced by various internal and external factors. Their study identified key contributors such as teacher effectiveness, daily practice, and exposure to English through media, all of which play a significant role in developing oral ability. They highlighted the importance of both individual effort and external support in achieving effective oral communication skills, suggesting that a holistic approach is necessary for developing oral ability.

In the context of this research, oral ability is understood as the capacity to use spoken language fluently, accurately, and effectively in communicative settings. This includes clear pronunciation, smooth speech fluency, effective use of a wide range of vocabulary, and the accurate application of grammatical structures. Additionally, oral ability encompasses comprehensibility, or the extent to which speech can be easily understood by others, and interactional competence, which involves engaging in and sustaining meaningful conversations. This comprehensive definition of oral ability aligns with the broader goals of communicative language teaching, emphasizing the importance of interaction, engagement, and the practical use of language in real-world contexts.

By integrating these two components—vocabulary retention and oral ability—vocabulary learning achievement in this study is defined as the holistic ability to both remember and effectively use vocabulary in meaningful communication. This achievement is measured not only by the ability to recall words over time but also by the learner's capacity to use those words effectively in spoken interactions. The integration of communicative games and interactive methods is posited to enhance both vocabulary retention and oral ability, providing a dynamic and engaging learning environment that supports comprehensive language acquisition. This definition highlights the importance of interactive, meaningful, and enjoyable learning experiences in achieving successful language learning outcomes.

## 2.1.2 Factors Influencing Vocabulary Learning Achievement

Vocabulary learning achievement, a critical aspect of language proficiency, is influenced by several interconnected factors, including frequency of exposure, contextual learning, motivation, and vocabulary knowledge. These factors play a significant role in determining how effectively learners acquire, retain, and utilize new vocabulary.

### 2.1.2.1 Frequency of exposure

Vocabulary learning achievement is a crucial aspect of language acquisition, encompassing the ability to remember and effectively use new words. Several factors significantly influence this achievement, with frequency of exposure being a key determinant.

Frequency of exposure refers to how often an individual encounters a word through reading, listening, or speaking. This concept has been extensively studied and is consistently recognized for its impact on vocabulary learning achievement. Nation (2001) provided seminal insights into this relationship by emphasizing that repeated exposure is critical for effective vocabulary learning and overall language proficiency. Nation's research highlighted that individuals who encounter a word multiple times in various contexts are more likely to remember and utilize that word compared to those with limited exposure.

Subsequent research supports Nation's findings. Nagy and Herman (1987) demonstrated that words encountered repeatedly in diverse contexts are more likely to be retained in long-term memory. Their study reinforced the idea that frequent exposure facilitates deeper encoding of words, making them more accessible for future use.

Additionally, research on language acquisition in children underscores the importance of frequent exposure. Hart and Risley (1996) conducted a longitudinal study revealing a significant vocabulary size gap between children from high- and low-income families. Their findings showed that children from affluent families, who experienced more word-rich environments, exhibited enhanced vocabulary learning

achievement. This study highlights how frequent exposure through conversations and reading materials contributes to improved vocabulary skills.

In conclusion, the frequency of exposure plays a pivotal role in vocabulary learning achievement. Research, including Nation's 2001 study, Nagy and Herman's findings, and Hart and Risley's longitudinal research, consistently supports the importance of repeated and context-rich exposure for optimal vocabulary acquisition. Recognizing and utilizing this factor can significantly benefit both language learners and educators, enhancing vocabulary learning outcomes across various contexts.

#### *2.1.2.2 Contextual learning*

Vocabulary learning achievement is significantly influenced by contextual learning, which emphasizes understanding and using words within their surrounding context. This approach enhances the effectiveness of vocabulary acquisition and language proficiency.

Webb (2008) highlighted the importance of contextual learning strategies in vocabulary acquisition, particularly within authentic communication settings. Webb's research underscored the principle that words are rarely learned in isolation; they are more effectively acquired and remembered when encountered within sentences, paragraphs, or conversations. This aligns with schema theory, which posits that new information is better processed and retained when integrated into existing mental frameworks. Thus, understanding the context in which words are used is crucial for vocabulary learning achievement.

Further research supports the benefits of contextual learning. You (2011) examined the effectiveness of reading as a means of vocabulary acquisition and found that reading significantly contributes to vocabulary learning by providing a natural context. Active strategies, such as using a dictionary or translating words, enhance understanding and retention. Engaging with texts through reading allows learners to immerse themselves in context, promoting effective vocabulary acquisition and recall. Ramos and Dario (2015) explored vocabulary learning through an activity-theory-based experiment in a Spanish class, emphasizing goal-orientation and sociocultural context. Their study compared two methods: a control method involving vocabulary

lists and an experimental method involving peer interviews. The findings indicated that mental effort and practical use of words in peer interactions were more effective for vocabulary learning. They highlighted "task-essentialness," or a word's contextual relevance to achieving a task's goal, as crucial for vocabulary learning achievement. This research suggests that exposure to words in meaningful, goal-oriented contexts enhances learning and retention.

Contextual learning is also effective in authentic communication situations. When learners use new vocabulary in real-life conversations, they reinforce their understanding and ability to use words appropriately. Studies by Ellis and Shintani (2014) and Zarfsaz and Yeganehpour (2021) support this view, demonstrating that vocabulary learned in communicative contexts is more likely to be retained and effectively used.

Practical implications for educators include designing lessons and materials that provide rich contextual clues, such as dialogues, stories, or multimedia resources, to facilitate vocabulary acquisition. Language learners can also seek out opportunities for authentic communication, such as conversations with native speakers, language exchanges, or immersion experiences, to reinforce vocabulary learning.

In summary, contextual learning is crucial for vocabulary learning achievement, as evidenced by Webb's research and subsequent studies. Understanding and using words within their context not only aids in vocabulary retention but also enhances overall language proficiency. Recognizing the importance of contextual learning can help both educators and learners improve vocabulary acquisition and language competence.

### *2.1.2.3 Vocabulary Knowledge*

Nasir, Ab Manan, and Azizan (2017) investigated the relationship between English language proficiency and both receptive and productive vocabulary knowledge among first-year students. Receptive vocabulary was assessed using Nation's Vocabulary Levels Test (VLT) at various word levels, while productive vocabulary was measured using Laufer and Nation's Lexical Frequency Profile (LFP). The results of their regression analysis revealed that students with higher proficiency

levels possessed a larger vocabulary repertoire. This finding emphasizes the importance of vocabulary instruction in achieving better language outcomes. Additionally, their study demonstrated that performance on the VLT could predict overall proficiency, underscoring the significance of effective vocabulary learning strategies.

Enayat and Derakhshan (2021) explored how vocabulary size and depth influence second language (L2) speaking, particularly within the IELTS speaking test context. Their research highlighted that a larger receptive vocabulary size, including low-frequency words, significantly improved overall L2 speaking ability. Vocabulary depth, measured through Lex30, was shown to enhance fluency, with well-developed word associations leading to more fluent speech. Moreover, a diverse vocabulary range, including mid-frequency words, was found to contribute substantially to lexical resources in L2 speaking. These findings suggest that L2 speaking courses should prioritize both vocabulary size and depth, focusing on mid-frequency vocabulary and strong word associations to improve fluency and overall speaking proficiency.

In summary, both studies highlight that vocabulary learning achievement—encompassing vocabulary retention, depth, and breadth—is crucial for enhancing language proficiency and speaking ability. Effective vocabulary instruction and a well-rounded vocabulary development approach are essential for achieving higher levels of language competence.

#### *2.1.2.4 Fluency and pronunciation*

Fluency plays a crucial role in second language (L2) learning, particularly in achieving effective communication and vocabulary learning. Suzuki and Kormos (2020) emphasized the importance of fluency in L2 speaking skills, noting its impact on listener engagement and communication effectiveness. Their research highlighted how fluency facilitates comprehensibility, or the ease with which L2 speech is understood. They established a strong correlation between fluency and comprehensibility, indicating that both are interdependent and influenced by various linguistic factors. This study underscores the significance of fluency in achieving overall L2 vocabulary learning achievement and oral proficiency.

Uchihara and Saito (2019) further explored the role of fluency in L2 oral production. Their study found a moderate correlation between productive vocabulary knowledge, assessed using the Lex30 test, and fluency. However, they noted that while productive vocabulary knowledge contributes to fluency, it does not significantly predict speech comprehensibility. This suggests that fluency is crucial for smooth and effective communication, and that educators should focus on activities that enhance both vocabulary development and fluency to improve L2 speaking skills. In summary, fluency is a key component of L2 vocabulary learning achievement, influencing both the effectiveness and comprehensibility of communication. Research highlights the importance of developing fluency through targeted vocabulary activities and assessments to enhance overall oral proficiency.

#### *2.1.2.5 Motivation and interest*

Motivation and interest play a crucial role in vocabulary learning achievement, shaping the trajectory of language learners' progress. Research by Dörnyei and Schmidt (2001) has been instrumental in understanding the intricate relationship between motivation and vocabulary learning achievement. Their findings highlight a positive correlation between motivation levels and learners' success in acquiring and retaining vocabulary. Dörnyei's study emphasizes that motivation acts as a key driver in the vocabulary learning process. Learners who are intrinsically motivated—driven by a genuine interest in the language or culture they are studying—tend to achieve higher vocabulary learning outcomes. This intrinsic motivation is fueled by a passion for learning, personal relevance, or a strong desire to communicate effectively. When learners are engaged and enthusiastic, they are more likely to invest the necessary time and effort for successful vocabulary acquisition.

Wallace and Leong (2020) examined the attitudes, motivations, and perceptions of primary EFL learners studying English. Their research revealed that while most learners were positively motivated, driven largely by intrinsic factors, some were influenced by extrinsic motivations tied to the formal learning context. The study found that highly motivated learners often had a blend of intrinsic and extrinsic reasons for studying English. Engagement in extracurricular activities was positively

correlated with higher motivation levels. However, negative peer perceptions and a parental focus on exam scores could detract from intrinsic motivation. The study underscores the importance of a balanced approach that addresses both intrinsic and extrinsic factors to effectively motivate young EFL learners.

Deci and Ryan's (2017) Self-Determination Theory (SDT) further enhances our understanding of motivation in vocabulary learning. Their theory posits that learners who perceive a sense of autonomy and control over their learning experience are more likely to be intrinsically motivated. When learners can make choices and decisions about their vocabulary acquisition strategies, they tend to remain more engaged and committed. This sense of self-determination fosters a deep and lasting commitment to vocabulary learning achievement.

In summary, motivation and interest are pivotal in vocabulary learning achievement. Research, including that by Dörnyei and Schmidt (2001), shows that higher motivation levels correlate with better vocabulary outcomes. Intrinsically motivated learners, driven by genuine interest, achieve greater success in acquiring and retaining vocabulary. Wallace and Leong's (2020) study further highlights the importance of balancing intrinsic and extrinsic motivational factors. Additionally, Deci and Ryan's (2017) Self-Determination Theory underscores the role of autonomy in sustaining intrinsic motivation. A comprehensive approach that addresses various motivational factors and related issues is essential for supporting effective vocabulary learning and achievement.

#### *2.1.2.6 Confidence and anxiety*

Self-confidence and anxiety are critical factors influencing vocabulary learning achievement. Research demonstrates that these elements significantly impact learners' abilities to effectively acquire and use vocabulary.

In a study by Kansil, Tuna, and Liando (2022), self-confidence was found to be a major determinant of students' speaking skills. The researchers highlighted that self-confidence correlates positively with vocabulary learning achievement. Learners who are confident tend to perform better in language tasks, as they are more motivated and less concerned about making mistakes. This underscores the

importance of fostering self-confidence to enhance vocabulary learning and overall language proficiency. Conversely, a lack of confidence can hinder learning and contribute to anxiety, impacting language learning objectives negatively.

Novia and Ramayanti (2023) further emphasized the role of self-confidence in language learning. Their research found a strong correlation between self-confidence and speaking achievement. Higher self-confidence was associated with better performance in language tasks, reinforcing the need to nurture confidence in learners to improve their vocabulary learning outcomes.

Horwitz, Horwitz, and Cope (1986) examined the impact of foreign language anxiety, which includes tension, apprehension, and nervousness, on vocabulary learning achievement. Their study revealed that such anxiety impairs students' speaking, listening, and comprehension skills, thus affecting their overall language learning performance. They developed the Foreign Language Classroom Anxiety Scale (FLCAS) to assess this anxiety, offering insights into how anxiety affects language learning and suggesting pedagogical strategies like teacher support and relaxation techniques to mitigate its impact.

Zheng and Cheng (2018) explored the relationship between foreign language classroom anxiety and cognitive test anxiety, focusing on their effects on language achievement. Their study identified cognitive test anxiety as a significant negative predictor of vocabulary learning achievement. This research underscores the importance of addressing various forms of anxiety to support effective vocabulary acquisition and create more conducive learning environments.

Overall, self-confidence enhances vocabulary learning achievement, while anxiety can impede it. A comprehensive approach that builds learners' confidence and addresses anxiety is essential for improving vocabulary acquisition and overall language proficiency.

### 2.1.3 Pedagogical Approaches for Vocabulary Learning Achievement

Effective vocabulary learning achievement involves various pedagogical approaches, with a focus on meaningful learning, active retrieval practices, and error correction techniques.

### 2.1.3 Pedagogical Approaches for Vocabulary Learning Achievement

Effective vocabulary learning achievement involves various pedagogical approaches, with a focus on meaningful learning, active retrieval practices, and error correction techniques.

#### *2.1.3.1 Rote Memorization vs. Meaningful Learning*

The debate between rote memorization and meaningful learning highlights different methods for vocabulary acquisition. Rote memorization relies on repetitive drills to memorize words, while meaningful learning involves understanding word meanings and their usage in context. Craik and Lockhart's (1972) levels of processing theory emphasizes that information processed deeply for meaning is retained more effectively than information processed superficially through rote memorization. This foundational theory suggests that meaningful learning, which involves semantic processing, leads to better vocabulary retention.

Supporting this, Abbassi, Hassaskhah, and Tahriri (2018) found that vocabulary learned in a significant context is retained more effectively compared to shallow processing methods. They highlight the importance of meaningful engagement with vocabulary for long-term retention.

Pyc and Rawson (2009) explored the benefits of active retrieval practices, such as self-testing, which are highly effective in improving memory and thus vocabulary learning achievement. Active retrieval helps reinforce vocabulary retention by engaging learners in recalling and using words actively.

Badr and Abu-Ayyash (2019) investigated rote memorization and semantic mapping strategies. They found that while rote memorization builds a vocabulary base, semantic mapping fosters a deeper understanding. A balanced approach that incorporates both strategies can enhance vocabulary learning by combining memorization with meaningful connections.

### *2.1.3.2 Role of Speaking Activities and Error Correction*

Effective oral ability, crucial for vocabulary learning, is supported by diverse pedagogical strategies. Integrating speaking activities into language classrooms is essential for developing communication skills. Nation and Newton (2020) emphasize that activities like role-plays and discussions simulate real-world language use, providing learners with opportunities to practice speaking in authentic contexts.

Sukirlan, Setiyadi, Hariri, and Sinaga (2023) found that employing L2 communication strategies increased speaking autonomy and achievement, highlighting the practical benefits of incorporating communication strategies into instruction.

Burns (2019) advocates for a structured "teaching-speaking cycle" that addresses linguistic and discoursal features, fluency, and communication strategies. This comprehensive approach aims to develop speaking competence by focusing on both language elements and affective factors.

Error correction techniques also play a vital role in improving vocabulary learning achievement. Lyster and Ranta (1997) identified effective feedback types such as elicitation and metalinguistic feedback, which encourage students to correct their errors actively. Fan (2019) emphasized the need for tailored error correction strategies based on student proficiency levels, aligning with the sociocultural framework and the Zone of Proximal Development.

Tarigan, Stevani, Ginting, Prayuda, and Sari (2023) explored the impact of oral corrective feedback on students' speaking skills and highlighted the importance of adapting feedback approaches to students' readiness and specific contexts. This approach ensures that error correction supports effective vocabulary learning and speaking proficiency.

In summary, a comprehensive approach to vocabulary learning achievement incorporates meaningful learning strategies, active retrieval practices, and effective error correction techniques. By combining these methods, educators can enhance vocabulary retention and oral proficiency, fostering a more effective and engaging language learning experience.

#### 2.1.4 Vocabulary Enhancement Activities

Expanding vocabulary is a cornerstone of effective communication, demonstrably improving both how we express ourselves and how we understand others. While traditional methods like reading and memorization have merit, this thesis explores the potential of communicative games to enhance vocabulary retention and oral ability. This research will investigate how incorporating games into the learning process can not only make vocabulary acquisition more engaging but also lead to a deeper understanding and more confident use of new words.

Expanding vocabulary is a process that demonstrably improves communication and comprehension. Researcher Bai (2018) identifies various engaging activities to achieve this goal. Extensive reading exposes individuals to a diverse range of words used in context. Utilizing a thesaurus and dictionary facilitates active exploration of synonyms, antonyms, and precise definitions. Traditional techniques such as flashcards and detailed environmental descriptions solidify new words in memory. Games like Scrabble and Boggle offer a fun and competitive way to test knowledge and establish new word connections. By integrating these strategies, individuals can embark on a successful journey towards vocabulary mastery.

Researchers Syafrizal & Haerudin (2018) investigated vocabulary building strategies for young learners. While their study identified methods like translation, memorization, and games as being used in the classroom, the research also suggests these techniques may not be the most engaging. This highlights the importance of finding creative teaching methods to make vocabulary learning fun and interesting for young learners. Some potential activities mentioned in the research include using pictures for games and songs to introduce new words.

Researchers Bahramlou & Esmaeili (2019) investigated how learners acquire vocabulary in a second language through reading. They compared three methods to enhance vocabulary learning through lexical inferencing, where learners guess word meaning based on context clues. While all methods led to improvement, combining Group Dynamic Assessment (GDA) with Vocabulary Enhancement (VE) exercises yielded the most significant gains. GDA, where a teacher guides a small group

discussion on unfamiliar words, appears to help learners develop their inferencing skills. VE exercises, such as filling in the blanks or matching definitions, strengthen memory of the target vocabulary. The study suggests that both GDA and VE activities are effective, but using them together leads to the best results for vocabulary learning.

In conclusion, a multitude of research underscores the significance of expanding vocabulary for enhanced communication and comprehension. While traditional techniques like reading and memorization prove valuable, engaging activities like games and creative materials for young learners can significantly improve the process. Furthermore, studies reveal that incorporating Group Dynamic Assessment discussions with targeted vocabulary exercises is particularly successful in second language acquisition. By implementing these diverse strategies, individuals of all ages can embark on a successful path towards vocabulary mastery.

#### 2.1.5 Theoretical Underpinning

Vocabulary learning achievement integrates theories from cognitive psychology and language acquisition to explain how learners acquire, retain, and utilize new vocabulary effectively. This comprehensive view combines insights into memory retention, cognitive development, and language acquisition.

**Ebbinghaus' Forgetting Curve:** Hermann Ebbinghaus' forgetting curve, introduced in the late 19th century, remains a foundational concept in understanding memory retention. It illustrates how information retention decreases over time without reinforcement. This theory underscores the necessity of repeated exposure to vocabulary to mitigate natural forgetting and improve long-term retention.

**Spacing Effect:** Building on Ebbinghaus' work, the spacing effect highlights the benefits of distributing practice sessions over time. Research by Cepeda et al. (2008) shows that spaced repetition significantly enhances long-term retention compared to cramming. Kang (2016) found that even short intervals between practice sessions can improve retention, a finding supported by Dunlosky et al.

(2013) and Roediger and Karpicke (2006). These studies affirm the value of incorporating spaced repetition into vocabulary learning strategies.

**Schema Theory:** Schema theory, a key framework in cognitive psychology, posits that individuals organize knowledge into mental frameworks or schemas. These schemas help in interpreting and retaining new information. Anderson and Pichert (1978) demonstrated that learners who connect new vocabulary to existing schemas exhibit better retention. This theory emphasizes the importance of meaningful context in vocabulary acquisition.

**Vygotsky's Zone of Proximal Development (ZPD):** Lev Vygotsky's ZPD theory highlights the role of social interaction in language development. Vygotsky (1978) proposed that learners can achieve more with guidance from more knowledgeable individuals. This theory emphasizes the importance of scaffolding and social interaction in enhancing vocabulary learning and oral proficiency.

**Piaget's Constructivist Theory:** Jean Piaget's constructivist theory connects cognitive and linguistic development. Piaget (1952) suggested that children use language to express and communicate their cognitive processes. As cognitive structures evolve, so does language use. This theory underscores the dynamic relationship between cognitive growth and language development, illustrating how language acquisition supports cognitive development.

**Krashen's Input Hypothesis:** Stephen Krashen's Input Hypothesis (1985) asserts that language acquisition is most effective when learners are exposed to comprehensible input that is slightly beyond their current proficiency level. This hypothesis aligns with Vygotsky's ZPD, advocating for language input that challenges learners without overwhelming them. The principle of comprehensible input emphasizes providing challenging yet understandable language materials to enhance vocabulary learning and oral proficiency.

In summary, vocabulary learning achievement is supported by a range of theoretical frameworks that address memory retention, cognitive development, and language acquisition. Ebbinghaus' forgetting curve and the spacing effect highlight the importance of repeated exposure and strategic review. Schema theory, Vygotsky's ZPD, Piaget's constructivist theory, and Krashen's Input Hypothesis collectively

provide a comprehensive understanding of how social interaction, cognitive processes, and comprehensible input contribute to effective vocabulary learning and overall language proficiency.

#### 2.1.6 Vocabulary Learning Achievement Assessment

Assessing vocabulary learning achievement requires a comprehensive approach that integrates both retention and application of vocabulary in oral communication. This holistic assessment goes beyond mere memorization to evaluate how well learners understand, use, and fluently apply vocabulary in real-world contexts.

Traditional vocabulary assessments often focused on rote memorization and definitions, providing a limited view of a learner's vocabulary proficiency. Effective vocabulary learning involves not just knowing many words but also understanding their meanings and using them appropriately in context. This shift in focus emphasizes the need for assessments that measure both the breadth of vocabulary knowledge and the depth of understanding and application.

Recent research highlights the importance of depth in vocabulary assessment. Dujardin et al. (2021) stress the significance of evaluating learners' ability to use vocabulary effectively rather than simply counting known words. Modern assessment methods incorporate both direct and indirect instruction, discussions, and active learning to foster a deep understanding of vocabulary. Technologies such as engaging activities, immediate feedback, and differentiated learning paths enhance these methods by providing more dynamic and interactive ways to assess vocabulary knowledge.

Schmitt (2019) argues for a well-rounded approach that includes measuring receptive knowledge (understanding meaning), productive knowledge (using words in communication), and fluency (automatic access to vocabulary). This perspective advocates for assessments that reflect real-world usage and examine how well learners can apply vocabulary in various contexts.

In evaluating oral abilities as part of vocabulary learning achievement, it is crucial to consider factors such as speech fluency, comprehensibility, and language control. Huang & Flores (2018) critique existing assessments like the ELPA 21 test

for lacking comprehensive rubrics that address these aspects. They emphasize the need for detailed and accurate evaluation tools to capture learners' oral proficiency effectively.

Wolf and Butler (2017) and Bailey (2017) support the development of assessments that are developmentally appropriate, engaging, and reflective of real-world language use. They advocate for clear instructions, supportive administration, and rigorous validation processes to ensure reliable and valid assessments. Innovations in technology, such as game-based assessments, offer promising ways to engage learners and provide insights into their vocabulary application and overall language development.

In conclusion, a thorough assessment of vocabulary learning achievement should encompass both retention and practical use of vocabulary. This includes evaluating how well learners understand and apply vocabulary in communication, with a focus on fluency and real-world application. By integrating modern technological tools and methodologies with rigorous validation practices, educators can gain a comprehensive understanding of learners' vocabulary proficiency and support their ongoing language development effectively.

## **2.2 Communicative Language Teaching**

In the past, educators and researchers explored various methodologies to enhance language learning, particularly in English as a Foreign Language (EFL) contexts. The Communicative Language Teaching (CLT) approach, which emerged in the 1970s, responded to the limitations of earlier methods by prioritizing meaningful communication over grammar-focused instruction. This shift emphasized the development of communicative competence, fluency, and spontaneity in real-life contexts. Alongside CLT, the Presentation, Practice, and Production (PPP) method and game-based approaches were also examined for their effectiveness in language education, each offering unique strategies to promote practical language skills and student engagement.

### 2.3.1 CLT Background

The Communicative Language Teaching (CLT) Approach, emerging in the 1970s as a response to limitations in prior language teaching methods, places a strong emphasis on meaningful communication over grammar-centric approaches. Grounded in the belief that language serves as a tool for effective communication, CLT aims to cultivate learners' communicative competence, giving prominence to fluency and spontaneity. Suemith (2011) underscores key aspects of this approach, highlighting its focus on real-life contexts and its perspective on errors as integral to the learning process. Teachers in CLT play a facilitative role, creating opportunities for authentic communication, with the integration of materials like real-life conversations being crucial.

The historical development of CLT in Europe, influenced by Chomsky's universal grammar and Hymes' concept of "communicative competence," traces back to the 1970s. This marked a departure from traditional language teaching methods, emphasizing grammar rules and memorization. CLT emerged as a response to shift the focus towards effective communication as the primary goal of language education. Chomsky's universal grammar and Hymes' communicative competence played a pivotal role in shaping CLT into a dynamic and learner-centered approach during this transformative period in language education (Suemith, 2011).

Aliqulova, M., Xasanova, F., & Azimjonovna, Z. (2023) reinforce the effectiveness of CLT in English Language Education, emphasizing its core principles such as real-life scenario integration and a student-centered approach. The researchers explore strategies like the use of authentic materials and interactive learning, underscoring CLT's commitment to developing practical language skills.

Xu (2021) emphasizes CLT's paramount focus on real-life language usage and contextual relevance, aiming to equip learners with effective communication skills. Despite challenges in implementing CLT, the recommendation to combine it with other approaches underscores its adaptability to diverse educational settings.

Additionally, Alamri (2018) draws attention to the widespread adoption of CLT globally, highlighting its distinctive learner-centered approach and the central objective of communication in language education. The researcher acknowledges the

transformative impact of CLT on traditional teaching methods, redefining the roles of educators and learners to prioritize communication through learner-learner interaction. Despite recognizing potential concerns, Alamri advocates for a nuanced instructional strategy that seamlessly integrates grammar, context, and communicative activities for a comprehensive and effective learner-centered language teaching experience.

### 2.2.2 Presentation, Practice, and Production

The PPP (Presentation, Practice, Production) method stands as a widely recognized and enduring framework in English Language Teaching (ELT), with its roots tracing back to the 1970s. Initially introduced by Donn Byrne in "Teaching Oral English," PPP was developed to address the limitations of earlier language teaching approaches. Its core structure comprises three key stages: declarative input, controlled practice, and open-ended production.

In the declarative input stage, the teacher assumes the role of an informant, presenting new language elements. Following this, the controlled practice stage involves teachers guiding learners through structured exercises to reinforce the newly introduced language, ensuring controlled application. The subsequent open-ended production stage encourages learners to use the language freely, promoting communication and application in real-life contexts.

PPP aligns with the Communicative Language Teaching approach, emphasizing practical viability in language classrooms. This method has endured changes in language teaching paradigms, finding recent support from Second Language Acquisition (SLA) research and demonstrating compatibility with skill learning theory. Additionally, The Principled Communicative Approach, which incorporates a PPP-type structure, underscores its continued relevance in recent publications.

In relation to Task-Based Learning, a more recent pedagogical approach, PPP shares similarities by emphasizing communicative language use. Both methods recognize the importance of meaningful language application, promoting skills development through practice.

Anderson (2017) contributes significantly to the discussion on PPP's effectiveness in various ELT contexts. He emphasizes its practical feasibility and teachability while acknowledging its limitations. Anderson underscores PPP's continued relevance, especially in settings where alternative paradigms may face challenges in implementation. In conclusion, the PPP method, characterized by its structured presentation, controlled practice, and open-ended practice stages, remains a valuable tool in ELT. Its adaptability to various contexts, recent endorsements, and connections to CLT and TBL emphasize its ongoing significance in language teaching.

### 2.2.3 Game-Based approach

Tabassum, A. & Naveed, A. (2024), conducted an exploratory study on the game-based approach to English as a Foreign Language (EFL) vocabulary learning. In their research, they investigated the integration of interactive and engaging games, gamification elements, and digital tools to enhance vocabulary acquisition among learners. The study delved into the effectiveness of various game-based strategies, including vocabulary games, quizzes, and immersive experiences within virtual and augmented reality settings. By employing gamification elements such as points, badges, leaderboards, and rewards, the researchers aimed to motivate learners and sustain their engagement throughout the vocabulary learning process. The findings of their study shed light on the potential benefits and challenges associated with this innovative approach, offering insights into its alignment with Communicative Language Teaching (CLT) principles by emphasizing meaningful communication and interaction in the target language.

Gamification, as exemplified by the "Amonglish us" didactic intervention program conducted by Casanova-Mata (2023), represents a dynamic and interactive approach to language education. This innovative study investigates the impact of gamification on students' linguistic competence, motivation, attention, and emotions toward the English subject. The integration of gamified elements, including online activities, badges, and points, resulted in significant improvements in the experimental group's writing skills, attention, and motivation, fostering positive

attitudes and active participation. These outcomes align with the principles of Communicative Language Teaching (CLT), emphasizing interactive and communicative language learning experiences. Gamification, with its incorporation of competition, collaboration, and personalization, resonates with CLT's learner-centered and communicative language learning goals, providing a novel avenue for language educators to enhance student engagement and proficiency.

#### 2.3.4 Summary of Communicative Language Teaching

In conclusion, the Communicative Language Teaching (CLT) approach, born out of a response to the limitations of traditional language teaching methods, places a strong emphasis on meaningful communication, fluency, and spontaneity. It is characterized by a learner-centered approach, real-life context integration, and a perspective on errors as integral to the learning process. The historical development of CLT in Europe was influenced by Chomsky's universal grammar and Hymes' concept of "communicative competence," signaling a shift from grammar-centric methods.

Recent research by Aliqulova et al. (2023) and Xu (2021) reinforces the effectiveness of CLT in English Language Education, highlighting its commitment to real-life scenarios and a student-centered approach. Despite challenges, the recommendation to combine CLT with other approaches emphasizes its adaptability to diverse educational settings. Alamri (2018) acknowledges the global adoption of CLT, recognizing its transformative impact on traditional teaching methods.

The Presentation, Practice, and Production (PPP) method, a widely recognized framework in English Language Teaching, aligns with CLT by emphasizing practical viability in language classrooms. Anderson (2017) highlights PPP's effectiveness in various ELT contexts, emphasizing its adaptability and continued relevance. PPP shares similarities with CLT by emphasizing communicative language use, further emphasizing its ongoing significance in language teaching.

The game-based approach to language learning, as explored by Tabassum and Naveed (2024) and Casanova-Mata (2023), provides an innovative avenue for enhancing vocabulary retention and oral ability. The integration of interactive and engaging games, gamification elements, and digital tools aligns with CLT principles

by emphasizing meaningful communication and interaction in the target language. Gamification, with its incorporation of competition, collaboration, and personalization, resonates with CLT's learner-centered and communicative language learning goals, offering language educators a novel way to enhance student engagement and proficiency.

In essence, the combination of CLT, PPP, and the game-based approach presents a holistic and dynamic language teaching approach. This integration not only addresses the limitations of traditional methods but also enhances vocabulary retention and oral ability through authentic communication, real-life scenarios, and learner-centered strategies.

### **2.3 Communicative Games**

Communicative games are a dynamic and engaging approach to language learning that prioritize interaction and practical use of language over strict adherence to grammar and vocabulary rules. These games motivate students to actively participate in language activities, enhancing their speaking skills and overall communicative competence. By creating an enjoyable and interactive learning environment, communicative games not only help overcome common language learning challenges but also foster creativity, reduce anxiety, and promote a deeper understanding of the language through meaningful practice.

#### **2.3.1 Definition of communicative games**

Dewi, Kultsum, and Armadi (2017) define communicative games as well-designed activities aimed at enhancing students' English speaking skills through the communicative approach in language teaching. These activities prioritize language function over strict grammar and vocabulary rules, requiring active participation in both speaking and writing to express opinions and provide information. The researchers emphasize that communicative games not only foster habits of interaction but also serve as an enjoyable alternative to overcome learners' difficulties, ultimately improving communicative competence. By integrating games with a communicative

approach, students are motivated to actively engage, leading to a qualitative enhancement in their English speaking skills.

In Gruss's (2016) research, communicative games are defined as rule-based, enjoyable activities characterized by variable outcomes, challenges, and negotiable consequences, aiming to engage young learners effectively in foreign language education. These games serve diverse functions, including organizing classroom interaction, motivating learners, aiding cognitive development, and facilitating general knowledge acquisition. They can be categorized based on their function, organization, focus, linguistic accuracy, language skills, and adaptability to proficiency levels. Gruss emphasizes the importance of selecting games that align with learners' characteristics, interests, and needs while being prepared to address challenges such as distractions, competition-related issues, or difficulties in understanding game rules, all while maintaining a balanced and engaging learning environment.

Communicative games, as defined by Klimova (2015), are meaningful and enjoyable activities that play a vital role in children's learning, especially in foreign language education. These games encompass a variety of types, including linguistic and communicative games such as sorting, ordering, information gap, guessing, search, matching, labeling, exchanging, board, role-play, and computer games, along with competitive and cooperative variations. The advantages of incorporating communicative games into language learning are extensive, including increased student engagement, fostering creative language usage, creating a relaxed classroom environment, facilitating comprehensive language skill practice, offering meaningful language contexts, reducing speaking anxiety, promoting student-centered learning, encouraging collaboration, and accommodating diverse learning styles. Moreover, Klimova emphasizes the significance of careful timing and organization of these games within language classrooms to meet specific learning objectives and underscores the teacher's role in explaining rules and preparing materials. In conclusion, communicative games are acknowledged as valuable tools for enhancing language learning, fluency, and effective communication, with recommended resources available for easy access.

In the context of this study focused on improving vocabulary learning achievement through communicative games, these games are defined as well-designed activities prioritizing language function over strict grammar and vocabulary rules, aligning with Dewi, Kultsum, and Armadi's (2017) perspective. Gruss (2016) emphasizes that these games are rule-based, enjoyable activities with variable outcomes, aiming to engage learners effectively in foreign language education. Klimova (2015) adds that communicative games are meaningful and enjoyable, encompassing various types with both competitive and cooperative variations. The advantages include increased student engagement, fostering creative language usage, and reducing speaking anxiety. Careful timing and organization within language classrooms, as highlighted by Klimova, are crucial for meeting specific learning objectives. In summary, communicative games, integrating insights from Dewi, Kultsum, Armadi, Gruss, and Klimova, emerge as valuable tools for enhancing language learning, fluency, and effective communication.

### 2.3.2 Types of communicative games

Exploring the rich landscape of communicative language games reveals a plethora of opportunities for enhancing language acquisition. This inquiry places special emphasis on three distinct categories: role-play, board games, and word games. Within the realm of role-play, learners are encouraged to immerse themselves in lifelike scenarios, nurturing spoken communication skills and fostering fluency. Board games, alternatively, offer a structured and enjoyable platform for learners to partake in conversations while honing their strategic thinking and problem-solving abilities. Word games, encompassing a variety of formats such as guessing games, matching games, and labeling games, provide a playful avenue for expanding vocabulary retention and reinforcing language comprehension. These diverse game types collectively serve as invaluable tools in language learning, presenting learners with multifaceted benefits and a dynamic approach to mastering a new language.

### 2.3.2.1 Role-playing games

Role-play (RP) is a valuable educational technique with origins in Psychodrama (Rojas & Villafuerte, 2018). It fosters communication skills and provides an authentic environment for practicing English. RP is supported by various teaching approaches, including Task-Based Learning (TBLT), Cooperative Learning (CL), Communicative Learning Teaching (CLT), and English for Specific Purposes (ESP) (Rojas & Villafuerte, 2018). These approaches enhance students' language proficiency and communication abilities. RP involves learners in authentic situations, helping them communicate naturally about daily routines and future professional environments, making it significant in higher education contexts.

Castro and Villafuerte (2019) conducted a study in Ecuadorian secondary schools to enhance English language education using role-play. They emphasized the importance of motivation in language learning, with role-play promoting vocabulary and communication skills. The study examined teachers' motivations, considering intrinsic and extrinsic factors, as well as the influence of gender and work location. Using mixed methods, they found significant differences in motivations. Overall, their research highlighted role-play's effectiveness and the role of motivation in language instruction.

Ampatuan and San Jose (2016) explored the effectiveness of using role play to enhance the communicative competence of freshman students in English. Their study utilized a descriptive qualitative research design and involved data collection through Focus Group Discussions (FGD) and interviews. The results revealed that role play was a valuable classroom tool, improving English fluency, fostering self-expression and self-confidence, and promoting proper grammar usage. However, they cautioned against the excessive use of role-play. The study also emphasized the importance of active student participation in class discussions to enhance communicative competence.

In conclusion, the research conducted by Rojas, Villafuerte, Castro, Villafuerte, Ampatuan, and San Jose collectively underscores the immense importance of role-play (RP) in English language education for vocabulary retention and oral ability development. Originating from Psychodrama, RP has found its place in various

teaching approaches, including TBLT, CL, CLT, and ESP, all of which contribute to enhancing students' language proficiency and communication skills. The studies conducted in different educational contexts demonstrate the versatility of RP in promoting natural communication about daily routines and future professional environments. Castro and Villafuerte's study in Ecuadorian secondary schools emphasize the role of motivation in language learning and highlight RP as a motivating tool for vocabulary and communication skills development. Ampatuan and San Jose's research underscores how RP improves fluency, self-expression, self-confidence, and proper grammar usage, emphasizing the need for balanced use and active student participation. Collectively, these findings underscore the pivotal role of RP as a valuable and multifaceted technique for vocabulary retention and oral ability development in language education, suggesting its continued importance and exploration in diverse educational settings.

#### *2.3.2.2 Board Games*

Wong and Yunus (2021) underscore the importance of spoken English proficiency, addressing historical neglect in Malaysian English language education. They advocate for student-centered teaching, particularly using board games, to improve speaking skills. Their study explores pupils' perceptions and the effectiveness of board games in this context, emphasizing their benefits for grammar, pronunciation, fluency, vocabulary, and engagement. The review concludes that board games foster a positive learning environment and suggests further research for a comprehensive understanding.

In his 2020 study, Syakur centered on English language education in Indonesia. The study underscored the difficulty of teaching speaking skills due to infrequent daily practice and highlighted the pivotal role of teacher-driven motivation in cultivating students' speaking proficiency. Creative teaching techniques, particularly the incorporation of board games, were discovered to be effective in engaging young learners and fostering active participation, decision-making, communication, and interaction. The primary objective of the research was to assess the advantages of using board games as a valuable tool for enhancing young learners'

speaking skills. Furthermore, the study suggested further exploration into a broader range of language skills beyond speaking.

Putri, Setiyadi, & Nabila (2018) conducted a quantitative study with 36 students from SMAN 3 Bandar Lampung. The research used board games to improve speaking skills, focusing on identifying the aspect with the most improvement. Pretests and posttests, demonstrating reliability and validity, revealed a significant overall enhancement in speaking ability, with grammar showing the most progress. The study also highlighted the effectiveness of board games in grammar instruction while suggesting the addition of audio materials for fluency improvement and exploring board game techniques for different text types.

In summary, the research conducted by Wong and Yunus, Syakur, and Putri, Setiyadi, and Nabila collectively underscores the pivotal role of board games in English language education, particularly in improving speaking skills. These studies emphasize the historical neglect of spoken English proficiency and advocate for student-centered teaching approaches that incorporate board games. The benefits of board games in enhancing grammar, pronunciation, fluency, vocabulary, and engagement are evident, contributing to a positive and interactive learning environment. Syakur's research highlights the importance of creative teaching techniques like board games in engaging young learners and fostering active participation. Putri, Setiyadi, and Nabila's study quantitatively demonstrates the significant overall improvement in speaking ability, with a particular emphasis on grammar enhancement through board games. Overall, these findings underscore the importance of board games as valuable tools for vocabulary learning achievement and the overall enrichment of English language education, suggesting a promising avenue for further exploration and research in this domain.

### *2.3.2.3 Word Games*

Lorenzutti (2016) highlights the crucial role of word games, including guessing, matching, and labeling games, within the classroom, underscoring their significance despite resistance from traditional educational authorities. These games are lauded for their effectiveness in vocabulary development and for creating an

engaging and positive learning environment. Repetition is emphasized as vital for vocabulary acquisition, and eight facets of word knowledge are outlined. To aid educators in evaluating the vocabulary-enhancing potential of classroom games, Lorenzutti introduces the Word Knowledge Matrix, a tool categorizing games based on their address of word knowledge dimensions, exemplified by an analysis of Hangman. The researcher explores various vocabulary games, such as "Speed Words," versatile and competitive, suitable for all student levels. These games actively engage students in recognizing, recalling, and producing different aspects of word knowledge, making them particularly effective for vocabulary review and skill development. Additionally, games like "Word Wall Crawl," "Chopstick Take," "Changing Register," and "Keep or Toss?" offer distinctive methods for enhancing word knowledge while promoting active learning, adaptability, and vocabulary prioritization. In summary, Lorenzutti underscores word games as invaluable tools for enriching word knowledge, fostering an immersive and enjoyable learning environment, and accommodating multiple dimensions of word knowledge, thereby establishing them as integral components of language education.

Benoit, J. M. (2017) conducted a study highlighting word games' role as effective tools for engaging third-grade junior high school students in vocabulary development and language learning, emphasizing their adaptability to varying language proficiency levels and the often-overlooked importance of enjoyment in the learning process, particularly noting the effectiveness of multimedia and online games. This research, involving 60 students, demonstrated that word games significantly improved vocabulary scores in comparison to traditional teaching methods, suggesting their valuable role in language classrooms for active student engagement, vocabulary learning achievement, and reducing inhibitions while fostering feedback and insights into students' progress.

In a 2021 study by Marzuki and Kuliahana, Classroom Action Research aimed to boost EFL students' speaking skills using language games in two cycles of six sessions. They collected data through observation, field notes, questionnaires, and tests, revealing substantial progress, with 87.5% of students meeting success criteria in the second cycle. These language games resembled word games and effectively improved vocabulary learning achievement, engagement, and addressed common

challenges. The study recommends ongoing use of language games, self-confidence development, bilingual instruction with keywords, educator professional development, effective assessment methods, and further research into diverse game types to enhance English language education.

In Kostikova's (2018) research, word games are highlighted as fundamental learning activities in education, particularly in language learning. These games immerse students in language acquisition and foster interaction, offering advantages like motivation and meaningful practice. Kostikova emphasizes the need to see games as supplementary to the curriculum, selected carefully based on language levels and participation types. Interrupting games for language corrections should be avoided to respect students' participation. Overall, Kostikova's research underscores how word games engage students, stimulate cognitive processes, and promote communication skills, suggesting the potential for teaching grammar and vocabulary while enhancing motivation and collaboration in learning.

In conclusion, the research conducted by Lorenzutti, Benoit, Marzuki, Kuliahana, and Kostikova collectively highlights the profound significance of word games in language education. These games not only enrich vocabulary but also play a crucial role in enhancing vocabulary learning achievement and fostering an engaging and enjoyable learning environment. Despite initial resistance from traditional educational authorities, word games have proven their worth as effective tools for vocabulary learning achievement and development. They cater to varying language proficiency levels, promote active student engagement, and offer a diverse range of methods to address different aspects of word knowledge. Benoit's study demonstrated the superiority of word games over conventional teaching methods, emphasizing the importance of enjoyment in the learning process. Marzuki and Kuliahana's research showed significant progress in vocabulary learning achievement through the use of language games, indicating their potential to address common challenges in language education. Kostikova's findings underline how word games stimulate cognitive processes, promote communication skills, and enhance motivation and collaboration among students. In light of this collective evidence, it is clear that word games are invaluable assets in language classrooms, offering multifaceted benefits that contribute to comprehensive language development and effective teaching.

### 2.3.3 Theoretical Underpinnings

#### *2.3.3.1 Motivation and engagement*

Motivation, a key factor in language learning, is underpinned by Self-Determination Theory (SDT), proposed by Deci and Ryan (1985). SDT suggests that learners are more motivated when they feel autonomous, competent, and related to. Communicative games align with these principles by granting autonomy through choices and goal-setting (e.g., role-playing games), fostering competence through success and mastery (e.g., word games), and promoting relatedness via peer interaction (e.g., collaborative board games and group role-play activities).

Aiusheeva & Guntur (2019) explored the potential of games as a powerful motivational tool in ESL teaching. This approach is particularly relevant when considering factors like gender differences and rural school settings. Research indicates the presence of gender-based variations in motivation, with males often showing positive responses to competitive or game-based learning activities. Integrating such games into lessons can effectively engage and inspire diverse student groups. Moreover, in the context of rural schools where motivation and language proficiency might be lower, educational games, combined with digital technologies, can bridge these gaps, enhancing language learning accessibility and enjoyment. By incorporating game-based approaches alongside multimedia resources and technology, ESL teachers can craft dynamic and motivating language learning experiences that cater to students from various backgrounds and contexts.

Alshenqeeti (2018) underscored the pivotal role of motivation in English as a foreign language (EFL) learning, particularly in vocabulary learning achievement. This research emphasized the importance of innovative motivational strategies in EFL classrooms, drawing parallels with the captivating dynamics of games. The study delved into diverse motivational approaches encompassing intrinsic and extrinsic motivation, the teacher's impact, classroom ambiance, and cultural elements. It advocated for student-centered methodologies, seamless technology integration, and communicative teaching to amplify motivation and elevate language learning outcomes. The overarching objective was to establish vibrant and captivating EFL

settings that ignited and empowered learners, aligning the language acquisition process with the motivating allure of games.

Abrar-UI-Hassan (2018) stressed the critical importance of learner motivation in English as an Additional Language (EAL) teaching. He advocated for motivation-sensitive teaching (MST) within modern language pedagogy, which aims to create a motivation-fostering environment throughout the teaching process, acknowledging its context-specific nature influenced by various factors. MST underscores four key drivers for the relevance of motivational strategies in EAL teaching: a learner-centered approach, the impact of globalization and technology, shifts in education paradigms, and the emergence of English as an international language. The study also explores practical MST strategies that enhance vocabulary learning achievement through communicative games, including context-specific analysis, understanding learners' motivation, and applying the L2 motivational self-system. These elements highlight the importance of ongoing, context-aware, and learner-centric approaches in EAL education.

#### 2.3.3.2 *Social interaction and communication*

Social interaction and communication form the bedrock of language acquisition, as elucidated by the Social Interactionist Theory (Vygotsky, 1978), which underscores the pivotal role of social engagement in cognitive development, asserting that language learning is significantly influenced by interactions with more knowledgeable individuals. In parallel, the Interaction Hypothesis (Long, 1996) posits that language learning is most effective when it occurs in contexts that necessitate meaningful communication. Communicative games, situated within the nexus of these theories, emerge as potent tools for nurturing these indispensable language skills. Cooperative board games, for instance, not only enhance linguistic competencies but also foster camaraderie and cooperative dynamics through teamwork, replicating real-world communicative scenarios where cooperation and coordination are paramount. Role-playing games, on the other hand, immerse learners in simulated real-life situations, effectively cultivating conversational dexterity and interpersonal skills, which prove invaluable for navigating the multifaceted terrain of real-world language

use. Importantly, communicative games provide learners with immediate feedback, facilitating precise language usage and reinforcing learning. In essence, these games serve as crucibles for refining the communication skills so vital for language acquisition and proficiency, all the while fostering cultural understanding and effective cross-cultural communication within authentic contexts.

In their 2018 quasi-experimental study, Owen and Razali delved into the effects of communicative activities, specifically information gap and language games, on the speaking performance of Libyan secondary school students, placing emphasis on vocabulary learning achievement. Their findings illuminated a noteworthy enhancement in students' speaking abilities, particularly in terms of vocabulary, as a result of these activities. These outcomes highlighted the significance of social interaction in language acquisition and suggested that communicative games could effectively alleviate gender-related disparities in speaking skills. Overall, the study illustrated that communicative activities, grounded in sociocultural theory, facilitate meaningful language practice and the development of language skills, positioning them as valuable assets in language education.

Maryam (2020) explored the effectiveness of utilizing communicative language games as a pedagogical strategy to enhance students' speaking abilities in an English language learning context. Maryam employed a multi-faceted approach to collect data, including observations, interviews, pre-tests, and post-tests, to comprehensively understand the challenges students faced in speaking English and the impact of the implemented intervention. The study involved two cycles of teaching, with the researcher implementing communicative language games alongside various supporting actions such as using classroom English, language focus activities, diverse thematic content, rewards, multimedia, group work, rearranging seating arrangements, and providing feedback. Through these methods, Maryam aimed to create an engaging and interactive learning environment to boost students' motivation, confidence, and speaking proficiency, thereby emphasizing the importance of social interaction and game-based activities in language development (Maryam, 2020).

The Interaction Hypothesis (IH) has evolved into both a model and a theory in second language acquisition (SLA), emphasizing the processes of encountering input, engaging in interaction, receiving feedback, and producing output, while also

explaining their links through cognitive concepts like noticing and attention (Gass & Mackey, 2014). However, misunderstandings about the IH's scope exist, such as expecting it to cover all aspects of language learning or directly apply to classroom methodology. This evolution of the IH has relevance for the use of communicative games to enhance vocabulary learning achievement, as explored by Tran (2009). Understanding the cognitive processes involved in interaction and feedback can inform the design of effective language games that stimulate learners' production of language in socially constructed processes, helping them notice and adjust to language features. Additionally, considering individual differences and preferences in learners can tailor communicative games to maximize their effectiveness in facilitating vocabulary learning achievement.

Namaziandost and Nasri (2019) conducted a study that delved into the implications of the Interaction Hypothesis, shedding light on its significant role in language development and communication skill acquisition. They emphasized the pivotal role of learner-learner interaction, a core tenet of this hypothesis, in enhancing speaking proficiency. Their research also highlighted the efficacy of communicative games in bolstering vocabulary learning achievement. Namaziandost and Nasri's findings underscored that through repeated interactions and engagement in activities such as brainstorming and pair/group work, students not only honed their language skills but also cultivated a supportive and stress-free environment conducive to language expression. Their study ultimately revealed that communicative games facilitated meaningful interactions among learners, fostering vocabulary acquisition and the advancement of speaking abilities. Importantly, their research reinforced the significance of incorporating interactive classroom activities to nurture both social interaction and language proficiency.

In their 2020 study, Omar et al. aligned with the Interaction Hypothesis, emphasizing the substantial impact of social interaction on language acquisition and communication. In this context, the researchers explored the use of communicative games as a potent tool for augmenting vocabulary learning achievement. Their findings revealed that these games established a dynamic and engaging learning environment that motivated learners to actively participate, express themselves, and share ideas. Consequently, the interactive nature of communicative games not only

facilitated vocabulary expansion but also nurtured learners' self-confidence in utilizing the language effectively. Omar et al.'s study underscored the pivotal role of communicative games in promoting more effective language acquisition and oral abilities.

Communicative games, grounded in Social Interactionist Theory and the Interaction Hypothesis, enhance vocabulary learning achievement through real-world scenarios like cooperative and role-playing games. These games facilitate immediate feedback, promoting precise language use and cultural understanding. Researchers have emphasized the importance of social interaction and communication in language development, ultimately underscoring the vital role of dynamic and engaging game environments in language acquisition and communication enhancement.

#### **2.4 School Context**

Pattama Darunwit, a private school in Kamphaeng Phet, Thailand, adopts a hands-on approach to curriculum development, formulating and sharing its teaching curriculum with educators. Textbook selection is aligned with this curriculum to ensure a cohesive educational approach.

During the research period, teachers were directed to focus on Science, utilizing the "Primary Education Smart+" textbook based on the Basic Education Curriculum B.E 2551. The lesson plans were crafted from the vocabulary found in these textbooks. This instructional strategy reinforces the school's commitment to a tailored curriculum and effective teaching methodologies. Notably, the researcher's approach extended beyond Grade 3, incorporating vocabulary from Grade 1 and Grade 2, providing a comprehensive learning experience.

#### **2.5 Related Studies**

Bansong and Poopatwiboon (2023) studied the impact of multimodal teaching on vocabulary acquisition among Thai EFL grade 5 and 6 primary school students. The experimental group, exposed to multimodal techniques, exhibited a significant improvement in vocabulary knowledge compared to the control group, aligning with

the Noticing Hypothesis and constructivism theory. Findings suggest that deliberate vocabulary learning through visual aids facilitates short-term memory conversion into long-term memory. Positive student attitudes towards multimodal teaching, demonstrated through questionnaires, indicate the effectiveness of this method in engaging learners. Drawing connections to the study by Bansong and Poopatwiboon (2023), further research could explore the integration of multimodal teaching with communicative games, enhancing vocabulary learning achievement, thus advancing the current understanding of language education.

In the study conducted by Thanachai and Patchana (2020) at the Demonstration School of Suan Sunandha Rajabhat University, Grade 2 students exhibited a significant improvement in English vocabulary learning ability through the implementation of games. The research emphasized the effectiveness of interactive and engaging activities in enhancing academic achievement, with a statistical significance level below 0.05. Additionally, the findings highlighted the students' durability in retaining vocabulary meanings, even after a 2-week period. This research supports the notion that incorporating communicative games into teaching practices not only enhances vocabulary acquisition but also contributes to long-term retention and overall language skills development.

Research by Rakangthong and Yimwilai (2020) focused on the enhancement of vocabulary learning achievement among grade 6 Thai students through the use of digital flashcards. The study revealed a significant increase in deliberate vocabulary learning facilitated by digital flashcards, emphasizing the effectiveness of focused repetition and memorization strategies. The positive attitudes of the students towards these tools, coupled with their high satisfaction and motivation, underscored the potential of digital flashcards in vocabulary enhancement. This insight into deliberate vocabulary learning can be seamlessly integrated into communicative language activities, suggesting that combining digital flashcards with interactive communicative games may offer a comprehensive strategy for fostering vocabulary knowledge and overall language skills among grade 6 students.

In their 2017 study, Sachasiri and Eamoraphan investigated the impact of sequencing communicative games and role play on the oral interaction skills of primary 3 students at BEST in Pattaya, Thailand. The research revealed enhanced oral

interaction in both groups, emphasizing the effectiveness of communicative teaching. Group A, starting with communication games, outperformed Group B, which began with role play, in both activities. These findings support Communicative Teaching principles, contradicting previous assumptions about Thai students' passivity. Sachasiri and Eamoraphan's study underscores the significance of communicative games in vocabulary learning achievement, emphasizing the need for strategic planning in language instruction.

Faizah (2017) conducted research emphasizing the significance of communicative games in vocabulary learning achievement. Building on this, a recent study at Tarbiatulwatan Mulniti School in Yala, Thailand, applied the Snakes and Ladders game in a Classroom Action Research setting to enhance fifth-grade students' speaking ability. Following Kemmis and McTaggart's model, the study revealed a notable improvement in mean scores from 62.29 in Cycle 1 to 74.79 in Cycle 2, with 75% of students scoring  $\geq 65$ . This underscores the effectiveness of incorporating communicative games like Snakes and Ladders to actively engage students and improve language skills, both supporting and extending Faizah's findings. The study advocates for the widespread adoption of such strategies in language teaching.

## **2.6 Foreign Research**

Saleh and Ahmed Althaqafi's (2022) research stressed teaching vocabulary's importance in second language acquisition and explored using educational games to enhance vocabulary learning in young learners, following prior research highlighting games' potential for student engagement. Their study, conducted in a Saudi Arabian kindergarten with 40 Arab young learners, used a quasi-experimental design with pre-test, post-test, and delayed post-test assessments to evaluate game-based English vocabulary instruction. The findings indicated that integrating educational games positively impacted vocabulary learning, with the experimental group, exposed to game-based instruction, outperforming the control group in post-test and delayed post-test scores, supported by a significant effect size. The study advocated for creative game-based vocabulary teaching to enhance engagement, retention, and practical word usage, while suggesting the importance of suitable materials and

further research with longer durations to explore implementation and the teacher's role.

Bin-Hady's (2021) research underscores the importance of communicative games in language learning, particularly in enhancing vocabulary learning achievement. The study categorizes games into competitive and cooperative types, highlighting their diverse benefits, including creating an enjoyable and motivating classroom atmosphere. Bin-Hady emphasizes the practical considerations for language teachers, such as selecting games based on factors like the number of students, proficiency level, cultural context, and classroom settings. The research concludes by urging educators to recognize the potent role of games as learning resources and calls for further exploration into the connection between digital games and specific course content for improved vocabulary acquisition.

Da Silva (2020) conducted a community service program that aimed to teach English vocabulary to primary school students in East Jakarta through pictorial reading texts and games. The program was part of a larger tutorial program called Bimbel Mita, conducted by a non-profit organization. The participants were ten students who attended a six-month program. The first half of the semester involved teaching vocabulary through pictorial texts, while the second half focused on vocabulary games. The study found that the students showed more enthusiasm for games rather than pictorial reading texts. The review also discusses the challenges of vocabulary acquisition in the Indonesian context and the importance of reading activities and games in vocabulary learning. Overall, the program was successful in providing students with engaging activities to enhance their English vocabulary skills. In their 2017 study, Dewi, Kultsum, and Armadi investigated the effectiveness of communicative games in improving the speaking skills of junior high school students in Jakarta, Indonesia. They implemented a Classroom Action Research (CAR) model consisting of two cycles, utilizing various data collection methods such as interviews, observations, questionnaires, and tests. The research revealed significant enhancements in students' speaking abilities, with post-test scores showing a remarkable increase ranging from 13.9% to 41.7%. The use of communicative games not only elevated students' enthusiasm, motivation, and confidence in speaking but also contributed to the creation of a positive and conducive learning environment.

This approach held particular significance in non-English-speaking regions like Indonesia, underlining the pivotal role of speaking skills in English language acquisition. In summary, Dewi, Kultsum, and Armadi's study demonstrated the efficacy of communicative games in improving speaking skills, prioritizing real communication and language function over grammar and vocabulary, and suggesting potential applications in other language skills and educational contexts.

Wulanjani (2016) explored the effectiveness of using games as a technique for teaching vocabulary to young learners in English language learning. The article highlighted the challenges faced by beginner learners and the importance of motivating them through creative and engaging approaches. By incorporating games in the classroom, teachers can make the learning process enjoyable and captivating for students, leveraging their natural inclination towards play and fostering their interest in vocabulary acquisition. The article emphasized the benefits of games, such as creating a relaxed atmosphere, promoting competition, reducing anxiety, enhancing fluency, and stimulating unconscious language acquisition. It also discussed the characteristics of young learners and provided examples of games that can be used to teach vocabulary effectively. Overall, the article supported the use of games as an effective strategy for teaching vocabulary to young learners in English language education.

Taheri (2014) investigated the impact of using language games on the vocabulary learning achievement of elementary students learning English as a foreign language in Iran. Thirty-two students were divided into two groups, with one group receiving traditional vocabulary teaching methods and the other group exposed to language games. Post-tests were conducted immediately after the treatment, after two weeks, and after four weeks to measure immediate and delayed vocabulary learning and retention. The results showed that language games had a more significant effect on vocabulary learning achievement in the long term compared to the immediate term. The study concluded that language games are effective in enhancing vocabulary learning achievement and recall.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Population and Sample

Population- The population of the study consisted of grade-3 students at the private school Pattama Darunwit located in Kamphaeng Phet, Thailand.

Sample- The sample of the study consists of two classes of grade-3 students for a total of 36 students. The class was selected using clustered sampling.

#### 3.2 Variables

Independent Variable: Learning with communicative games

Dependent Variables: Vocabulary learning achievement and student satisfaction.

#### 3.3 Research Instruments

The research instruments being applied in this study for quantitative and qualitative data collection consisted of lesson plans, vocabulary retention pre-test and post-test, English speaking pre-test and post-test, and a student's satisfaction form.

##### 3.3.1 Lesson plans

The lesson plans were created based on the following procedures:

1. The researcher examined various aspects of the Basic Educational Core English Curriculum 2008 (Ministry of Education, 2008), including the curriculum itself, course objectives, course description, goals, learners' key competency, bodies of

knowledge, purpose, content, grammar structure, phrases, and wordlist. Each lesson averaged around 10 new vocabulary words for each lesson

2. The researcher identified the relevant vocabulary from textbooks that aligned with the course objectives. Each lesson averaged around 10 new vocabulary words.

3. The researcher chose the contents that were pertinent to the Basic Educational Core English Curriculum 2008, encompassing:

1. Animal Names
2. Animal Body Parts
3. Animal Diets
4. Food and its Benefits
5. Animal Habitats
6. Animal Movements

4. The lesson plans were designed using the PPP method of teaching (presentation, practice, and production). The content of the lessons was developed using vocabulary found in the student's textbooks. The lesson plans that follow used a variety of communicative games:

Lesson plan 1: Animal names (bingo)

Lesson plan 2: Animal body parts (memory game)

Lesson plan 3: Animal diets (team tournament game)

Lesson plan 4: Animal habitat (musical chair game)

Lesson plan 5: Food and its benefits (Around the world game)

Lesson plan 6: Animal movement (charade game)

5. After developing the lesson plans, they were initially reviewed by the academic advisor and subsequently evaluated by three experts for correctness and relevance to the course materials. The researcher then revised and modified the plans based on their feedback.

### 3.3.2 Vocabulary Learning Achievement Test

The design of the vocabulary learning achievement tests was closely intertwined with the communicative games held in the preceding six classes. The vocabulary imparted through these games formed the basis for the test content, ensuring alignment with the instructional objectives. Vocabulary words for the tests were selected from previous lessons, ensuring that students were familiar with both the pictures and the words, as they had encountered them at least once before. The pre-test and post-test were designed in the same format to ensure consistency; however, each test featured different pictures to avoid them being identical, thus ensuring a fair assessment of progress without repetition.

To seamlessly incorporate the assessments within the designated class time, the pre-test was strategically scheduled following a detailed overview by the researcher, outlining the upcoming six sessions dedicated to communicative games. A corresponding post-test was administered at the conclusion of the six classes to evaluate students' progress.

During the test administration, a fellow English professional or teacher collaborated to ensure a smooth process. The tests were taken individually to maintain confidentiality, and answers were recorded to facilitate subsequent scoring by the researcher. The vocabulary learning achievement test consisted of two parts: the first required students to identify ten pictures by correctly naming the associated vocabulary, earning one point for each correct answer. The second part involved constructing simple sentences using the learned vocabulary. Students received one point for a correct sentence and half a point if the sentence was not grammatically correct but still demonstrated an attempt to use the vocabulary meaningfully.

To maintain a controlled testing environment, students took the assessments outside the classroom one at a time, ensuring that their classmates couldn't overhear their responses. Upon completing the test, students waited outside the classroom and engaged in a previously taught game with the teacher's assistant, maximizing both learning and engagement during the testing period. This holistic approach aimed to create an interactive and supportive learning environment for the students.

The tests were reviewed, first by the academic advisor for accuracy and then by three experts who assessed their relevance to course materials. The experts played a crucial role in refining the tests by offering guidance on several key aspects. They advised on the appropriate number of questions to include, ensuring the tests were comprehensive yet manageable for students. They also helped establish clear criteria for determining each student's score, promoting consistency and fairness in the evaluation process. Additionally, the experts provided input on the selection of pictures and words used in the tests, ensuring that these elements were both relevant to the course materials and suitable for the students' level. This comprehensive feedback contributed to the creation of a more effective and supportive learning environment. Corrections were made based on their feedback to ensure the integrity of the evaluation process, contributing to an effective and supportive learning environment.

### 3.3.3 Students satisfaction questionnaire

The researcher crafted a satisfaction questionnaire tailored for Grade 3 students, aimed at assessing the impact of communicative games on vocabulary retention and oral proficiency. The questionnaire comprised eight questions divided under the following aspects: learning process, learning content, learning activities, learning atmosphere, class materials, enhancing vocabulary retention, and improving communication. It underwent a thorough review by the academic advisor for clarity and validity. Participants were invited to share their opinions regarding these games and their influence on their language development. To express their level of satisfaction, students assigned ratings to each item on a scale ranging from 1, signifying very unsatisfied, to 5, representing very satisfied. This survey was meticulously designed to gauge student perspectives and enhance our understanding of the effectiveness of communicative games in their language learning journey.

## 3.4 Data Collection

In this comprehensive data collection initiative, the primary focus was to evaluate the effectiveness of a specific teaching intervention on enhancing students' vocabulary learning achievement in English. The study employed a rigorous two-phase methodology, commencing with a pretest assessment to establish a baseline understanding of the participants' initial proficiency levels. Subsequently, a targeted teaching intervention was implemented to address specific areas of improvement identified during the pretest.

To ensure a thorough examination of the intervention's impact, a post-test evaluation was conducted to measure any discernible changes in the participants' vocabulary learning achievement. This included both the retention of vocabulary and the ability to use the vocabulary in oral communication. Beyond traditional assessment metrics, this study also incorporated a student satisfaction form as part of its data collection process. This additional component sought to gather valuable insights into students' perceptions, experiences, and overall satisfaction with the teaching intervention. By including the student satisfaction form, the research aimed to capture qualitative feedback that could provide a more holistic understanding of the intervention's effectiveness from the students' perspective.

Individually administered for confidentiality, the pre-test included a vocabulary learning achievement test. The researcher and a collaborating English professional facilitated the test administration, recording students' answers for subsequent scoring by the researcher. The test required students to identify associated vocabulary for ten images, with one point awarded for each correct identification. In the oral component, students were asked to construct sentences using the learned vocabulary, earning one point for grammatically correct sentences and half a point for sentences that were not grammatically perfect but still demonstrated a meaningful use of the vocabulary.

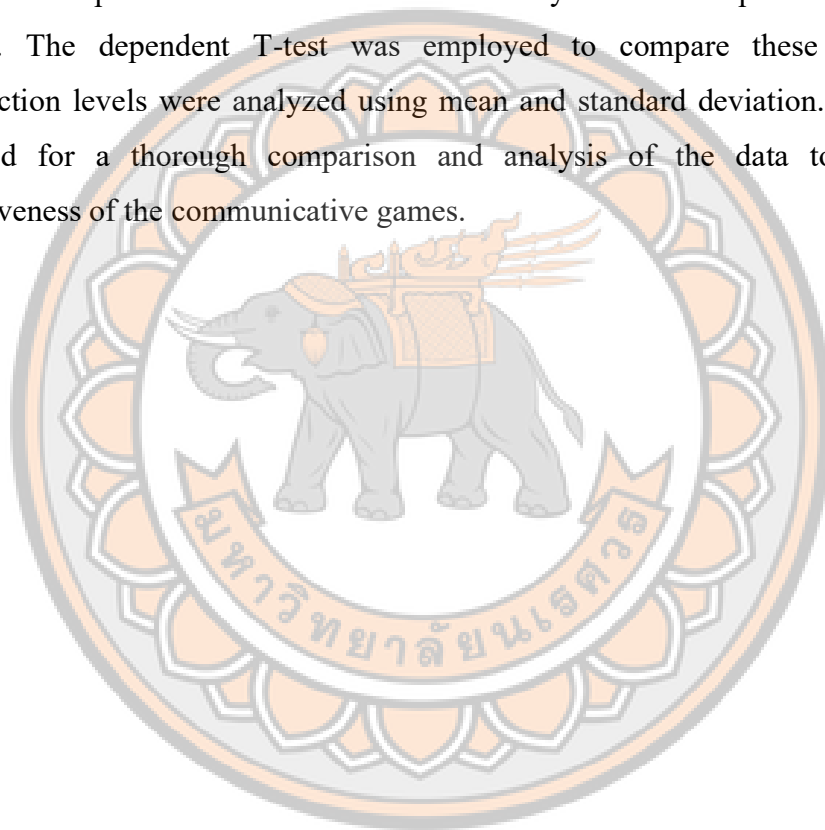
The teaching intervention consisted of six one-hour lessons, split between two classes, totaling 12 hours. These lessons featured communicative games designed to facilitate the practical application of acquired vocabulary in a dynamic learning environment.

The post-test, mirroring the pretest, allowed for a direct comparison of progress. Collaborative oversight was maintained during individual post-test

administration, and confidentiality was ensured by having students take the tests outside the classroom one at a time. After completing the post-test, students engaged in communicative games with the teacher's assistant to further stimulate learning and engagement.

### 3.5 Data Analysis

Descriptive statistics were used to analyze students' pre-test and post-test scores. The dependent T-test was employed to compare these scores, while satisfaction levels were analyzed using mean and standard deviation. This approach allowed for a thorough comparison and analysis of the data to evaluate the effectiveness of the communicative games.



## CHAPTER IV

### RESULTS

This chapter presents the research findings according to the research objectives, which include comparing vocabulary learning achievement through communicative games and studying students' satisfaction with the games. The present study investigates the effectiveness of instructional lessons in improving vocabulary learning achievement among third-grade students. The results are divided into pre-test and post-test scores before and after learning with communicative games. Additionally, a satisfaction questionnaire was administered to gauge students' perceptions of various aspects of their English language learning experience. These findings are explored in more detail in the following sections.

#### 4.1 Results of comparing vocabulary learning achievement

**Table 1 Vocabulary Retention Pre-test and Post-test scores**

Assessment	$\bar{x}$	S.D.	d	S.D.d	t	Sig. (2-tailed)
Pre-test	3.75	1.79				
Post-test	8.05	1.31	4.30	1.24	21.46	0.0000

Note: Statistically significant at the .05 level

The results indicate a significant improvement in students' vocabulary learning achievement from the pre-test to the post-test. The mean score on the pre-test ( $\bar{x}$  = 3.75, S.D. = 1.79) increased significantly by a mean difference (d) of 4.30 (S.D. = 1.24) on the post-test. This enhancement is statistically significant at the .05 level, as evidenced by the t-value of 21.46 ( $p < 0.0000$ ). The post-test mean score ( $\bar{x}$  = 8.05, S.D. = 1.31) demonstrates substantial progress, underscoring the efficacy of communicative games in fostering vocabulary learning achievement.

## 4.2 Results of studying students' satisfaction

**Table 2 Results of Studying Students' Satisfaction with Communicative Games**

	N = 36		Level of satisfaction
	$\bar{x}$	S.D	
1. The way we learned was clear, fun, and easy to understand.	4.64	0.54	Highest
2. I improved my speaking skills and became more proficient in using English effectively	4.39	0.77	High
3. What we learned was both relevant to our needs and engaging, making our learning experience enjoyable and effective.	4.63	0.59	Highest
4. The games we played helped me remember words and improve my speaking skills.	4.64	0.54	Highest
5. We had the opportunity to engage in conversations and practice our English language skills through the interactive games.	4.53	0.65	Highest
6. The classroom was nice and calm, and I understood how to join in easily because the rules were clear.	4.72	0.51	Highest
7. The materials we used in class were well-suited to what we were learning and helped us a lot.	4.64	0.72	Highest
8. Communicative games improved my ability to recall English words and enhance my speaking skills.	4.67	0.59	Highest
<b>General Total</b>	4.61	0.32	Highest

The findings from the satisfaction questionnaire administered to students reveal notably high levels of contentment with the communicative games used in the language learning process. The satisfaction levels were interpreted based on average

scores on a 5-point scale, with scores near 4.5 or above categorized as "Highest" (4.5–5.0), indicating strong positive responses. The researcher assessed these levels using a Likert scale, where scores close to or above 4.60 (4.60–5.0) were categorized as "Highest," reflecting an experience that far exceeded expectations in areas such as clarity, engagement, and effectiveness of learning. A score of 4.39 (4.0–4.49) received a "High" level of satisfaction, indicating students were very pleased, though the experience fell slightly short of the "Highest" category. Although not present in this table, lower scores would correspond to "Moderate" (3.0–3.99), "Low" (2.0–2.99), and "Lowest" (1.0–1.99) satisfaction.

The data, presented from the highest to the lowest average satisfaction score, are as follows:

- 1. Classroom Atmosphere:** The classroom was nice and calm, and students understood how to join in easily because the rules were clear, with an average satisfaction score of **4.72** and a standard deviation of **0.51**.
- 2. Communicative Games' Effectiveness:** Communicative games improved students' ability to recall English words and enhance speaking skills, with an average satisfaction score of **4.67** and a standard deviation of **0.59**.
- 3. Learning Process and Clarity:** The way the lessons were conducted was clear, fun, and easy to understand, with an average satisfaction score of **4.64** and a standard deviation of **0.54**.
- 4. Materials Used:** The materials used in class were well-suited to the learning objectives and significantly helpful, with an average satisfaction score of **4.64** and a standard deviation of **0.72**.
- 5. Engagement and Relevance:** The content was relevant and engaging, making the learning experience enjoyable and effective, with an average satisfaction score of **4.63** and a standard deviation of **0.59**.
- 6. General Satisfaction:** The overall satisfaction with the communicative games was remarkably high, with a general average satisfaction score of **4.61** and a standard deviation of **0.32**.
- 7. Learning Activities:** The learning activities were stimulating and effective, with an average satisfaction score of **4.58** and a standard deviation of **0.47**.

**8. Opportunity for Practice:** The games provided ample opportunity for students to engage in conversations and practice their English language skills, with an average satisfaction score of **4.53** and a standard deviation of **0.65**.

These results indicate a strong and consistent positive response from students regarding various aspects of their learning experience, highlighting the effectiveness of communicative games in enhancing vocabulary learning achievement and overall language acquisition.



## CHAPTER V

### DISCUSSION AND CONCLUSION

This chapter presents a comprehensive summary of the findings, discussions, recommendations, and conclusions of the study conducted at Pattama Darunwit Private School in Kamphaeng Phet, Thailand. The research aimed to evaluate the effectiveness of communicative games in enhancing vocabulary learning achievement among third-grade students. The analysis focused on comparing students' vocabulary learning achievement before and after engaging with communicative games, as well as assessing their satisfaction with these activities.

The results demonstrate a substantial improvement in vocabulary learning achievement, as indicated by significant increases in post-test scores compared to pre-test scores. This improvement reflects the effectiveness of communicative games in enhancing vocabulary retention and oral ability. Furthermore, high levels of student satisfaction across various dimensions were observed, highlighting the positive reception and impact of these games on language learning. The discussion explores key factors contributing to these outcomes, including the structured presentation of vocabulary, repeated exposure through interactive activities, and the motivational aspect of game-based learning.

The findings align with established theories in memory and cognitive psychology, including the spacing effect and schema theory, which support the efficacy of communicative games in promoting long-term vocabulary retention and deeper cognitive processing. The positive correlation between motivation and vocabulary learning achievement underscores the importance of engaging, interactive activities in language instruction.

In the recommendations section, suggestions for further research include conducting longitudinal studies to evaluate the durability of learning outcomes, comparative analyses with traditional methods and alternative game-based strategies, and exploring variations in game design for optimizing learning outcomes. Additionally, investigating the impact of communicative games on diverse learner

profiles and integrating technology-enhanced formats offer promising avenues for future research. Cross-disciplinary collaborations with cognitive science and educational psychology could further advance theoretical frameworks and instructional strategies.

### **5.1 Discussing Results of Students' Vocabulary Learning Achievement Before and After Learning Through Communicative Games**

The results presented highlight a significant improvement in students' vocabulary learning achievement from the pre-test to the post-test. The mean score on the pre-test indicates a baseline level of vocabulary knowledge, which subsequently increased notably after the implementation of communicative games. This enhancement is statistically significant at the .05 level, suggesting that the observed improvement is not due to random chance.

The improvement in vocabulary learning can be attributed to the combination of Communicative Language Teaching (CLT), the Presentation, Practice, Production (PPP) model, and the game-based approach. The PPP method, which structured the lessons by introducing new vocabulary, providing practice, and culminating in productive activities, enabled students to internalize and retain the vocabulary more effectively. The game-based approach, rooted in CLT principles, encouraged authentic communication and real-life application of the vocabulary, making the learning process more dynamic and engaging.

The interactive nature of communicative games played a crucial role in sustaining student engagement and motivation. The anticipation of concluding each class with a game transformed the lessons from a traditional, possibly monotonous learning environment into an enjoyable experience. This integration of games into the learning process not only enhanced motivation but also contributed to improved learning outcomes. The games provided students with repeated exposure to vocabulary within meaningful contexts, leveraging the spacing effect to reinforce long-term retention.

In essence, the combination of CLT, PPP, and the game-based approach presents a holistic and dynamic language teaching strategy. This integration addressed

the limitations of traditional methods and significantly enhanced vocabulary retention and oral ability by promoting authentic communication, engaging real-life scenarios, and employing learner-centered strategies.

## **5.2 Discussing Results of Students' Satisfaction with the Use of Communicative Games**

The high student satisfaction scores across all categories provide strong evidence that the implemented approach to language learning resonated with the students. This positive reception aligns with research by Yuh (2021), who highlights the drawbacks of traditional classroom settings. The monotony of such environments often fails to engage students, hindering effective language learning, particularly vocabulary learning achievement. Traditional methods, such as direct translation and rote memorization, can be uninspiring and lead to lackluster outcomes.

The current study's use of communicative games, integrated with the CLT and PPP models, likely addressed these issues by introducing an element of fun and enjoyment into the learning process. Unlike traditional methods, these games made learning interactive and engaging, which not only boosted student motivation but also fostered a positive learning environment. The high satisfaction with clarity and ease of understanding further suggests that the games were well-designed, providing a clear framework within which students could practice their language skills. Additionally, the positive reception of the learning activities strengthens the idea that communicative games played a significant role in student satisfaction. The interactive and competitive nature of these games likely created a stimulating environment, promoting a sense of accomplishment and reinforcing their learning.

In summary, the research objectives of comparing vocabulary learning achievement through communicative games, alongside studying student satisfaction, are well-supported by these findings. The combination of CLT, PPP, and the game-based approach made language learning enjoyable and interactive, significantly contributing to student motivation and overall satisfaction with the learning experience, ultimately leading to more effective and rewarding outcomes for students.

### 5.3 Recommendations

Building upon the findings and discussions elucidated in the thesis, several avenues for further research emerge, each promising to deepen our comprehension of the efficacy of communicative games in language learning. First, longitudinal studies could assess the durability of vocabulary learning achievement observed post-implementation, providing insights into the long-term effectiveness of this instructional approach. Secondly, comparative analyses contrasting communicative games with traditional methods or alternative game-based strategies would delineate the unique advantages and limitations of each approach. Exploring variations in game design, such as format, duration, and frequency, could uncover optimal conditions for maximizing learning outcomes. Additionally, investigations into the differential impact of communicative games on diverse learner profiles, along with the integration of technology-enhanced game formats, offer innovative avenues for enhancing engagement and inclusivity in language instruction.

Furthermore, research focusing on teacher training and pedagogical support could identify best practices for facilitating communicative game-based activities effectively. Cross-disciplinary collaborations with fields like cognitive science and educational psychology hold potential for advancing theoretical frameworks and innovative approaches to optimize instructional strategies. Addressing these research directions promises to enrich our understanding of communicative games' role in language learning and contribute to the development of evidence-based practices that foster effective vocabulary learning achievement and overall language acquisition.

### 5.4 Classroom Observations

**Lesson 1: Animal Names Bingo** The first lesson, centered around animal names bingo, faced some challenges. The students took a considerable amount of time filling in their bingo worksheets. Some students struggled to ensure that they did not write the same animal name more than once, which further delayed their progress. Consequently, due to the time-consuming nature of this activity, there was limited

opportunity for the students to engage in the actual bingo game. This restriction impacted the overall effectiveness of the lesson, as less time was allocated for interactive gameplay.

**Lesson 2: Animal Body Parts** In the second lesson, which focused on animal body parts, a similar issue arose with the time required for students to write out and draw the body parts. To streamline this process in future lessons, it may be beneficial to provide pre-printed pictures of animal bodies where students only need to write the names of the body parts. Despite the time constraints, this game was well-received. The students enjoyed the one-on-one competition with their friends, which offered more language practice compared to larger class games like bingo.

**Lesson 3: Animal Diets** The third lesson involved a team-based activity where students played a game related to animal diets. This lesson was highly successful, largely due to the researcher's careful planning of balanced teams. By ensuring that each team included both stronger and weaker speaking students, the teams were able to support each other effectively during the practice stage. This collaborative approach fostered a fun and competitive environment during the production stage, as teams faced off against each other.

**Lesson 4: Animal Habitat (Musical Chairs Variation)** In the fourth lesson, which used a musical chairs variation to teach about animal habitats, students enjoyed the movement and dancing to the music. However, the activity faced some logistical issues. Not all students were able to participate equally, as the same students were frequently chosen when selecting areas, and the dice used for random selection often landed on the same areas repeatedly. These factors limited the game's effectiveness and engagement for all students.

**Lesson 5: Food Vocabulary and Its Benefits** The fifth lesson, featuring the game "Around the World" to practice food vocabulary, allowed every student to participate. However, the activity was dominated by the stronger speaking students, which meant that lower-level students had fewer opportunities to practice. Future adaptations might include modifying the game to ensure more balanced participation and practice opportunities for all students.

**Lesson 6: Animal Movement (Charades)** The sixth lesson, which involved charades to practice animal movements, was particularly enjoyable for outgoing

students. They actively participated and had fun with the game. Conversely, shy students were less inclined to participate, which suggests a need for alternative activities or modifications to accommodate different levels of comfort and engagement in such interactive games.

Overall, these observations highlight the strengths and areas for improvement in each lesson, providing valuable insights for refining future classroom activities to enhance student engagement and language learning outcomes.

## **5.5 Conclusion**

The study conducted at Pattama Darunwit Private School in Kamphaeng Phet, Thailand, investigated the effectiveness of communicative games in enhancing vocabulary learning achievement among third-grade students. Using a rigorous research methodology that included clustered sampling, detailed lesson plans, comprehensive data collection, and thorough data analysis, the study provided significant insights into the impact of communicative games on language learning outcomes. The results revealed a substantial improvement in vocabulary learning achievement following the implementation of communicative games. Statistical analyses demonstrated significant increases in post-test scores compared to pre-test scores, highlighting the effectiveness of the instructional intervention. Additionally, high levels of student satisfaction were observed across various dimensions, underscoring the positive perception of communicative games in facilitating language learning.

Discussion of the findings indicated that several factors contributed to the success of communicative games, including the structured presentation of vocabulary, repeated exposure through interactive activities, and the motivational aspect of game-based learning. These findings aligned with established theories in memory, cognitive psychology, and language acquisition, providing a comprehensive understanding of the mechanisms driving improved language proficiency through communicative games. The high student satisfaction scores further reinforced the positive impact of communicative games on the learning experience, emphasizing the importance of engaging and interactive instructional approaches in fostering effective language

acquisition. Building upon these findings, recommendations for future research included longitudinal studies to assess the durability of learning outcomes, comparative analyses with traditional methods, exploration of optimal game design variations, investigation into the differential impact on diverse learner profiles, and cross-disciplinary collaborations to advance theoretical frameworks and instructional strategies.

Overall, the thesis concluded that communicative games represented a valuable pedagogical tool for enhancing vocabulary learning achievement among young learners, offering a dynamic and engaging approach to language instruction.





## APPENDIX A: Lesson Plans

### Lesson Plan: Animal Names Bingo

**Topic:** Learning animal names with bingo

**Level:** Grade 3 English as a Second Language

**Duration:** 1 hour

**Objective:**

Learn to spell and say the names of different animals.

Understand how to ask and answer the question, "What animal is this?"

**Vocabulary:**

**Animals:** lion, elephant, dolphin, snake, butterfly, penguin, giraffe, kangaroo, shark, monkey, cow, cat, mouse, bird, eagle, horse, goat, etc.

**Language Focus:** Vocabulary related to animal

**Materials:** Bingo worksheet (blank), Markers or colored pencils, Blank Bingo card

Bingo chips (small objects like buttons or coins), Whiteboard and markers (optional),

Bingo calling cards (containing the names of animals), Projector and screen (optional)

**Procedures:**

**Warm-up:**

Begin the lesson by displaying a list of the animal names on the board.

Ask students to spell and say the names of as many animals as they can from the list.

Encourage students to pronounce the words clearly, and correct any pronunciation errors.

Review the objective of the lesson: learning animal names and practicing spelling and pronunciation.

**Presentation:**

Distribute a blank bingo worksheet and markers or colored pencils to each student.

Explain the rules of the Bingo game: students will fill in their bingo sheets with the animal names they can spell from the board.

Optionally, show a Bingo calling card with an animal name, display it on the projector, and say the word clearly. Students should find the corresponding animal on their blank bingo sheet and write it down.

Allow students to work individually or in pairs to fill in their bingo sheets with the animal names. Circulate the classroom to provide assistance as needed.

**Practice:**

Distribute pre-made bingo cards with animal names to each student.

Explain the rules of the Bingo game: students will listen to the animal names you call out and mark the corresponding animal on their bingo card with a bingo chip.

Start calling out animal names from your list, giving students enough time to mark their cards.

Continue the game until a student shouts "Bingo!" when they have filled a row, column, or diagonal on their card.

Verify the winner(s) by checking their cards against the called-out animal names.

**Production:**

In pairs or small groups, have students take turns asking each other, "What animal is this?" using their bingo cards as reference.

Encourage students to provide the correct animal names as answers.

Monitor and provide feedback as needed to ensure correct pronunciation and understanding

**Evaluation:**

Observe students during the Bingo activity to assess their ability to recognize and match animal names to their bingo cards.

Take note of any common pronunciation or spelling errors for future review.

Provide feedback and reinforcement as necessary to ensure students have achieved the lesson's objectives.

## Lesson Plan

### Animal Body Parts (memory game)

**Topic:** Parts of animals

**Level:** Grade 3

**Duration:** 1 hour

**Objective:**

To introduce the vocabulary of different animal body parts

To practice spelling and recognition of animals and their body parts

To develop memory and concentration skills through a flashcard memory game

**Vocabulary:** Fin, gills, scales, tail, wing, feathers, claws, teeth, eyes, ears, horns, trunk, tusk, skin, hair

Language Focus:

Vocabulary related to animals

Spelling and pronunciation of animal body parts

**Materials:** Flashcards with pictures of different animals, Memory worksheet, pencils, scissors

stopwatch or timer

**Procedures:**

Warm-up:

Begin the lesson by introducing different animals to the students.

Describe what body parts they have and their uses.

Have students pronounce the names of all the body parts.

**Presentation:**

Display the flashcards with pictures of different animal body parts.

Point to each body part and say its name, emphasizing the pronunciation.

Ask the students to repeat the names after you.

Write the names of the body parts on the chart paper as you introduce them.

**Practice:**

Distribute the memory worksheet to students, have them draw a body part on one card, and write the name of the shape on a second card.

Circulate around the class to assist students as they write the names.

Once everyone has completed their memory cards, have them cut them out and shuffle them together.

Explain the rules of the memory game: Students will take turns flipping two cards at a time to find matching shapes and their names.

Demonstrate a few rounds of the game with the whole class.

Divide the students into pairs or small groups and have them use the cards they made to play memory.

After a set time (e.g., 10 minutes), stop the game and collect the flashcards.

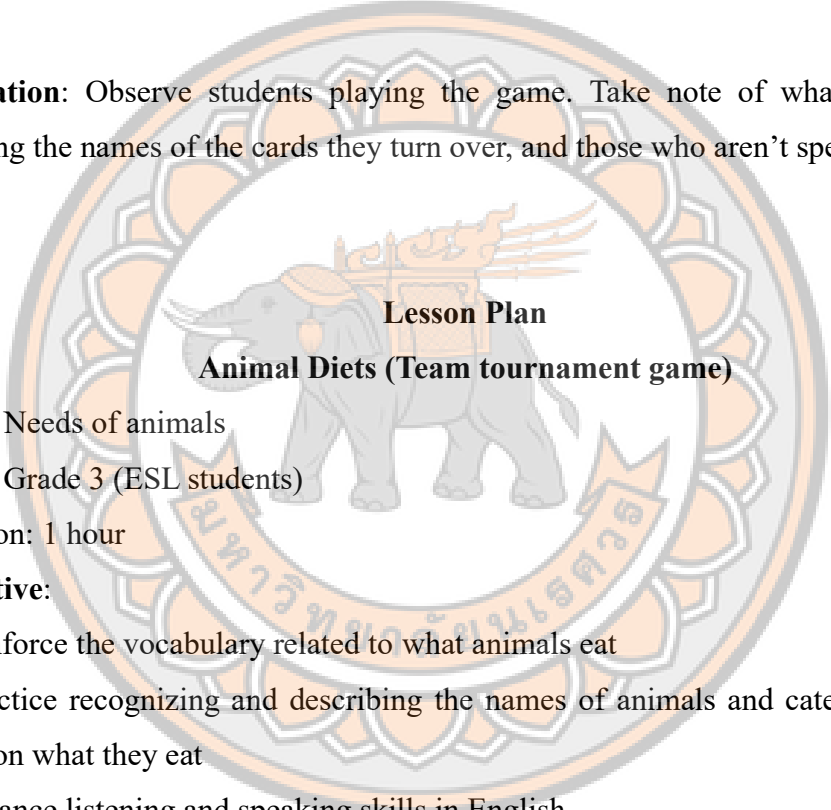
**Production:**

Play student-led hangman.

Choose a student to act as the teacher. They will choose a shape and ask students to choose a letter as they try and guess what the name of the shape is.

Have students take turns being the leader.

**Evaluation:** Observe students playing the game. Take note of what students are speaking the names of the cards they turn over, and those who aren't speaking out.



**Lesson Plan**  
**Animal Diets (Team tournament game)**

**Topic:** Needs of animals

**Level:** Grade 3 (ESL students)

**Duration:** 1 hour

**Objective:**

To reinforce the vocabulary related to what animals eat

To practice recognizing and describing the names of animals and categorizing them based on what they eat

To enhance listening and speaking skills in English

**Vocabulary:** Eat, Food, Carnivore, Herbivore, Omnivore

**Language Focus:**

Describing animals using appropriate vocabulary

Sentence formation in English

**Materials:** PowerPoint via smartboard with various pictures of animals (e.g., horse, lion, chicken, human)

Flashcards of animals

Scoreboard (optional)

**Procedures:**

**Warm-up:**

Begin class by showing different pictures of animals. Help the students correctly identify the names of all the animals.

Introduce them to new animals they may have never seen before.

**Presentation:**

Teach them what the needs of animals and the different things they eat.

Teach the vocabulary used to categorize animals by what they eat.

Show pictures of different animals and help students correctly identify whether they are carnivores, herbivores, or omnivores.

**Practice:**

Divide the class into 4 teams and have the students create a team name.

Give each group flashcards with pictures of animals.

Have the students look at the picture and practice saying the sentence, “The (animal) is a (carnivore, herbivore, omnivore)”

Encourage students to take turns practicing the sentences and help each other out.

**Production:**

Create a bracket and write the team names on the bracket to see who will be playing each other.

Have the two teams stand at the front in a line to the right and left of the teacher.

One student from each team will wait to see the picture of an animal and try to be the first to correctly say the sentence, “The (animal) is a (carnivore, herbivore, omnivore)”. The correct student goes to the end of their line, the other student sits down.

The next two students in line take a turn. The last team to have a member still standing is the winner.

The winner of each round will play the other winner in a championship round to determine the winner of the class.

**Evaluation:**

While the students are playing the games, close observation of their interactions, participation, and comprehension of the game rules will be conducted. This will allow for an assessment of their ability to apply the vocabulary and concepts related to animal diets in a practical context.

### Lesson Plan

#### Animal Habitat (Musical Chair Game)

**Topic:** Learn Animal Habitats with a Musical Chair Game

**Level:** Grade 3 English as a Second Language

**Duration:** 1 hour

**Objective:**

Learn vocabulary for different animal habitats.

Be able to create a sentence stating where an animal lives.

**Vocabulary:** Habitat: Pond, Sea, Forest, Farm, Mountain, Desert, Savannah, Polar

Language Focus: Vocabulary related to animal habitats

**Materials:** Numbered cards (1-8) representing different habitats, smartboard for tracking animals mentioned, 8-sided die, whiteboard and markers, music player and chair for each student.

Procedures:

**Warm-up:**

Begin with a brief discussion about what habitats are and why they are important for animals.

Introduce the eight different habitats using pictures and simple sentences to describe each one.

Engage students in a quick review game where they match the habitat name to the corresponding picture on the smartboard.

**Presentation:**

Divide the class into groups and assign each group a habitat.

Explain the game rules: students will move around the room until the music stops, at which point they must choose a habitat card.

Each habitat has a number, and the teacher will roll an 8-sided die to determine the chosen habitat.

The students in the chosen habitat must name an animal that lives there. Use the smartboard to keep track of animals mentioned.

**Practice:**

Start the music and have students move around the room.

When the music stops, students quickly choose a habitat card.

Roll the die to determine the chosen habitat.

Students in that habitat must take turns naming an animal that lives there.

Continue the game until all students have had a turn.

**Production:**

Have a brief class discussion about the animals mentioned during the game.

Ask students to choose one animal from the game and create a sentence stating where it lives.

Students write their sentences on the whiteboard.

**Evaluation:**

Assess students based on their active participation, ability to name animals and habitats, and the correctness of their sentences.

Provide positive feedback and correct any vocabulary or sentence structure errors during the production phase.

## Lesson Plan

### Food Vocabulary and Benefits (Around the World)

**Topic:** Exploring Food Vocabulary and Benefits

**Level:** Grade 3 English as a Second Language

**Duration:** 1 hour

**Objective:**

To learn and use vocabulary related to food and its benefits.

To practice forming yes/no questions and giving short answers.

To enhance speaking and listening skills through the "Around the World" game.

**Vocabulary:** Carbohydrates, Energy, Bread, Rice, Proteins, Grow, Meat, Vitamins, Minerals, Fruits, Vegetables, Energy, Muscle, Healthy

**Language Focus:**

Vocabulary related to food and its benefits.

Yes/no question formation.

Spelling and pronunciation. of food names

**Materials:**

Flashcards with pictures of different types of food and their benefits. Smartboard

**Procedures:**

**Warm-up:**

Start with a simple discussion about food: ask students what their favorite foods are and why they like them.

Show pictures of some foods and ask students if they recognize them and if they know any benefits of eating those foods.

**Presentation:**

Introduce the new vocabulary words: carbohydrates, proteins, vitamins, energy, muscle, and healthy.

Explain the meanings of these words in simple terms, relating them to the students' daily lives. For example: Carbohydrates give us the energy to play and do activities.

Proteins help our muscles grow strong. Vitamins and Minerals keep our bodies healthy and help us fight off illnesses.

**Practice:**

Use flashcards with pictures of different foods and their benefits. Divide the class into pairs.

Each pair takes turns picking a flashcard and describing the food and its benefit using the new vocabulary. For example:

Student 1: "This is an apple. It has vitamins that keep us healthy."

Student 2: "This is chicken. It has proteins that make our muscles strong."

Encourage students to create yes/no questions for each other based on the descriptions. For example:

"Does the apple have vitamins?"

"Does chicken have proteins?"

Provide guidance as needed to help students form questions.

**Production:**

Explain the "Around the World" game: Two students stand facing each other. The teacher asks a yes/no question related to food or its benefits. The student who answers first correctly moves on to challenge the next student.

Begin the game with a simple question, and continue until one student has gone "around the world."

**Evaluation:**

Observe students' participation in the "Around the World" game, noting their understanding of the vocabulary and their ability to form questions and answers.

**Lesson Plan:**

**Animal Movement (Charades)**

**Topic:** Learning animal movements with a guessing game

**Level:** Grade 3 English as a Second Language

**Duration:** 1 hour

**Objective:**

Learn to spell and say the names of different ways animals and people move.

Understand how to ask and answer the question, "Can you \_\_\_\_\_?"

**Vocabulary:** Walk, Run, Swim, Climb, Jump, Fly, Slither, Stomp

**Language Focus:** Vocabulary related to animal and human movements

**Materials:**

- Flashcards with pictures of animals and actions
- Smart board

**Procedures:**

**Warm-up:**

Ask the students if they know how to move. Demonstrate a movement to explain if they don't understand. Then show pictures of the animals, have them say their name, and move like the animal.

**Presentation:**

Show a flashcards with pictures of animals on one side and actions on the other (e.g., a picture of a snake on one side and "slither" on the other).

Hold up each flashcard, say the word, and demonstrate the movement.

Have students repeat the word and the movement after you.

Write the vocabulary words on the whiteboard along with their corresponding actions.

**Practice:**

Divide the class into pairs or small groups.

Give each group a set of flashcards with pictures of animals and actions (make sure each group has the same set).

In each group, one student will pick a card, look at it, and perform the corresponding action without speaking.

The other students in the group should guess which animal movement their peer is mimicking by using the sentence pattern, "Are you a \_\_\_\_\_?"

Encourage students to take turns being the one who acts out the movements.

Rotate the cards among the groups until they have practiced all the movements.

**Production:**

Divide the class into pairs or small groups.

Provide each group with a list of animals and actions from the vocabulary (e.g., "dog - run," "bird - fly," "snake - slither").

In their groups, students take turns choosing an animal and an action from the list and creating a sentence using the pattern, "Can you \_\_\_\_\_ like a \_\_\_\_\_?"

For example, one student might say, "Can you swim like a fish?" or "Can you jump like a frog?"

Encourage creativity and correct any language errors as needed.

**Evaluation:**

Observe students during the production activity to assess their ability to use the vocabulary and sentence structure correctly. Pay attention to their pronunciation and whether they can formulate sentences independently.

This production activity allows students to actively use the learned vocabulary and practice asking and answering questions using "Can you \_\_\_\_\_?" It also promotes creativity and communication among students in a practical context.

APPENDIX B: Animal Diet PowerPoint Slides

## What animals eat : Team Game

What does a lion  
eat?

It eats meat.  
It is a carnivore.

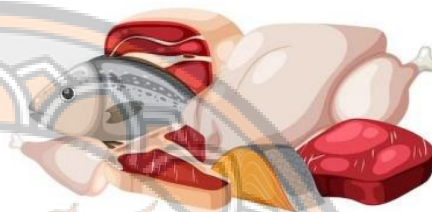


Figure 1 PowerPoint Slide 1

## What animals eat : Team Game

**carnivores**  
eat meat



**herbivore**  
eat plants



**omnivore**  
eat both meat  
and plants



Figure 2 PowerPoint Slide 2

## What animals eat : Team Game

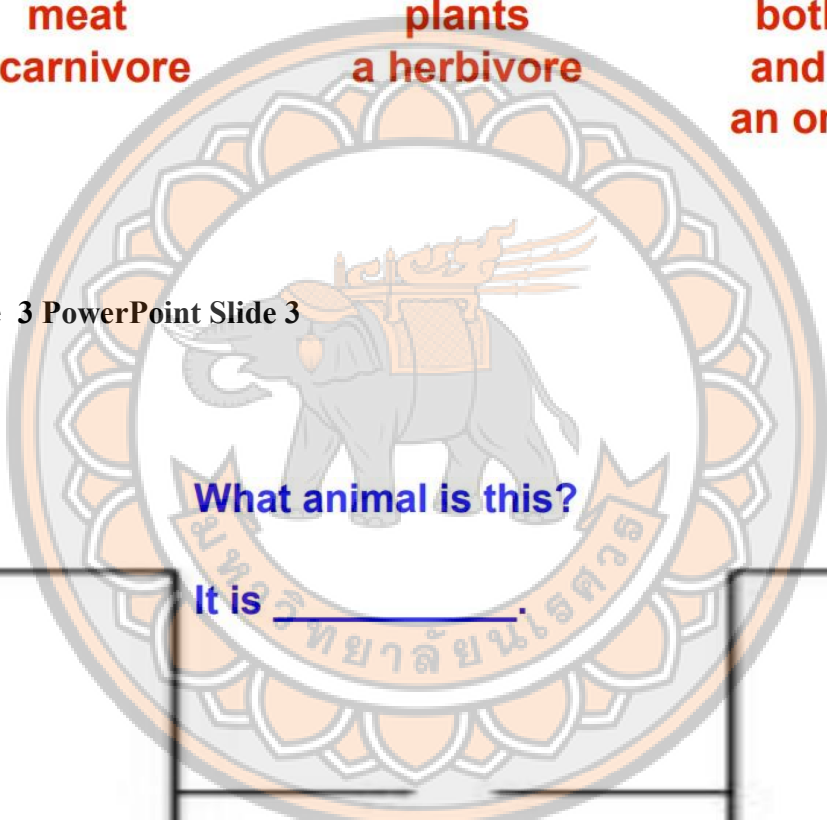
What does \_\_\_\_\_ eat? It eats \_\_\_\_\_.  
It is \_\_\_\_\_.

meat  
a carnivore

plants  
a herbivore

both meat  
and plants  
an omnivore

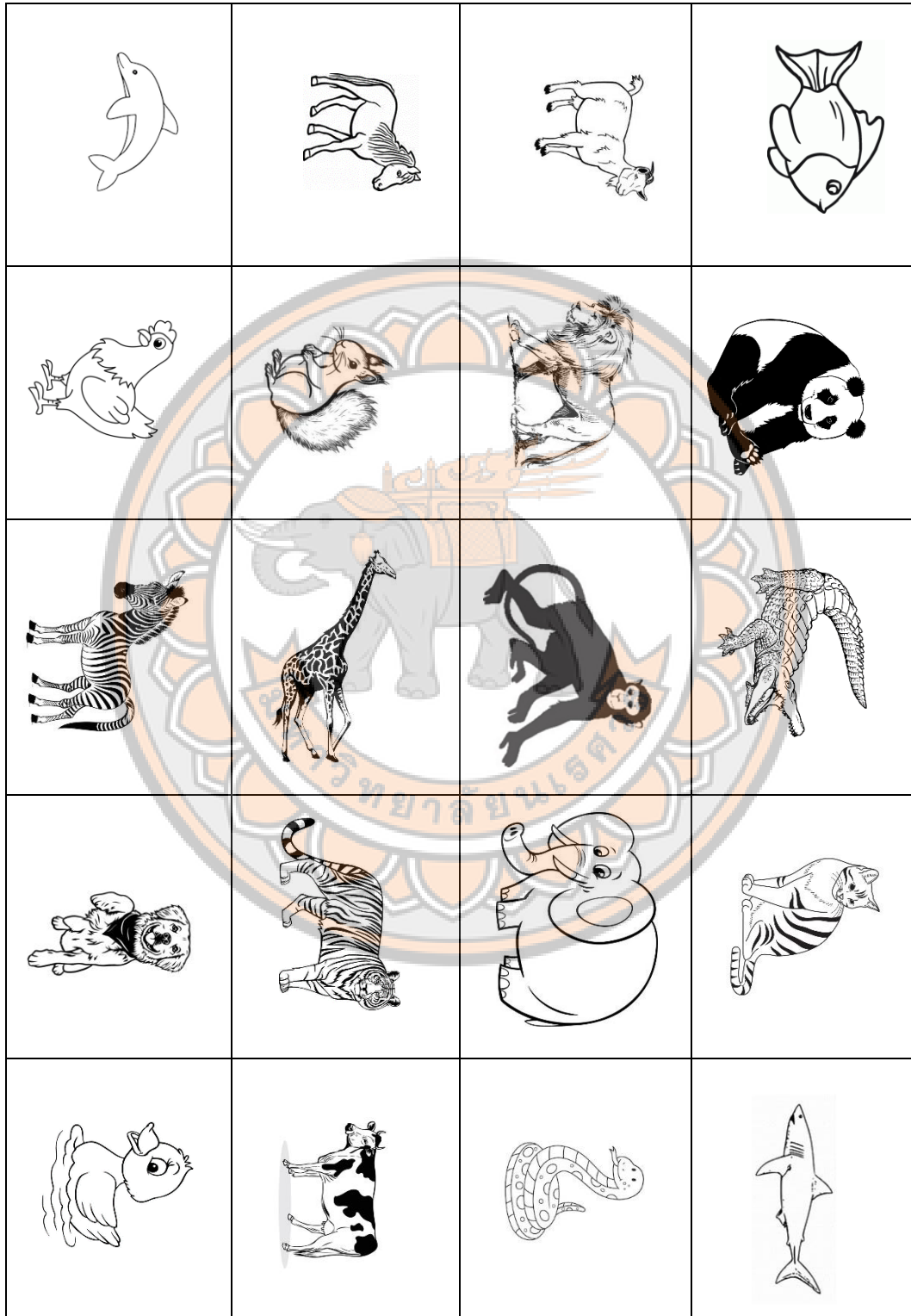
Figure 3 PowerPoint Slide 3



What animal is this?  
It is \_\_\_\_\_.

What does it eat?  
It eats \_\_\_\_\_.  
It is (a carnivore, a herbivore, an omnivore).

Figure 4 PowerPoint Slide 4

**APPENDIX C: Animal flashcards****Figure 5 Animal Flashcards**

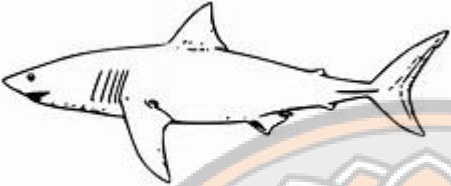




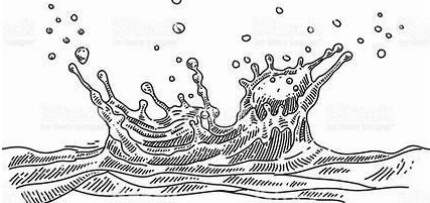
### APPENDIX D: Pre-test English Vocabulary Learning Achievement


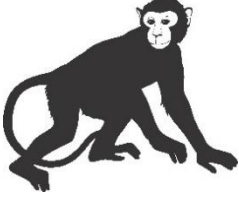
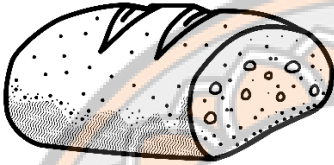

Look at the picture carefully.

Identify the word related to the picture.

Use the identified word in a sentence.

Note: One point will be awarded for each correct answer.

Image	Identify	Create a sentence
1. 		
2. 		
3. 		
4. 		
5. 		
6. 		

7.			
8.			
9.			
10.			

Total: \_\_\_\_\_

### APPENDIX E: Post-test English Vocabulary Learning Achievement

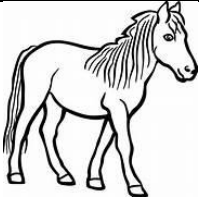





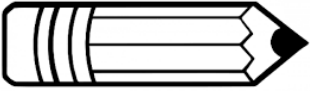
Instructions:


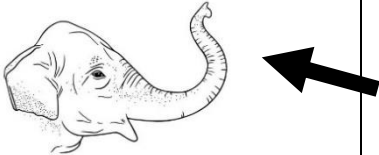

Look at the picture carefully.

Identify the word related to the picture.

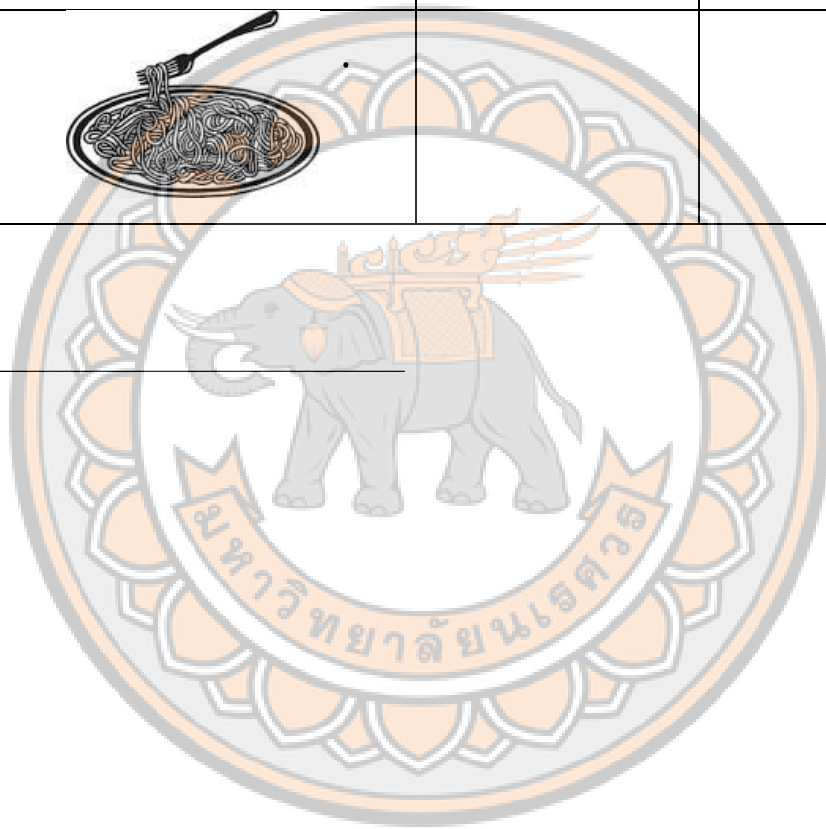
Use the identified word in a sentence.

Note: One point will be awarded for each correct answer.

Image	Identify	Create a sentence
1. 		
2. 		
3. 		
4. 		
5. 		
6. 		
7. 		

8.		
9.		
10.		

Total: \_\_\_\_\_



## APPENDIX F: Satisfaction Questionnaire

Assessing students' satisfaction with communicative games.

Instructions: Read each question carefully, use the scale from 1 (very unsatisfied) to 5 (very satisfied) to select your honest answer, and submit your completed questionnaire as instructed.

	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
	1	2	3	4	5
<b>Learning Process</b>					
The way we learned was clear, fun, and easy to understand.					
I improved my speaking skills and became more proficient in using English effectively					
<b>Learning Content</b>					
What we learned was both relevant to our needs and engaging, making our learning experience enjoyable and effective.					
<b>Learning Activities</b>					
The games we played helped me remember words and improve my speaking skills.					
We had the opportunity to engage in conversations and practice our English language skills through the interactive games.					
<b>Learning Atmosphere</b>					
The classroom was nice and calm, and I understood how to join in easily because the rules were clear.					
<b>Class Materials (like board games):</b>					
The materials we used in class were well-suited to what we were learning and helped us a lot.					
<b>Enhancing Vocabulary Retention and Improving Communication</b>					
Communicative games					

improved my ability to recall English words and enhance my speaking skills.					
-----------------------------------------------------------------------------	--	--	--	--	--

