

THE USE OF LANGUAGE GAMES TO ENHANCE THE
LEARNING OF VOCABULARY AMONGST YEAR FIVE
STUDENTS OF SK PURUH KARU IN KUCHING.



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Abstract

This study was done to investigate if language games could enhance learning of vocabulary among students of Sekolah Kebangsaan Puruh Karu. The research was conducted during normal lesson for six periods of English. The main focus of the research was teaching and learning vocabulary using games. Based on the data and the findings gathered from the study, it is obvious that games have positive effect on test scores. Playing while learning, students are able to recall what they have learned during the game. There is indication that there is some improvement in the students' achievement after using games to learn vocabulary. The comparison in the mean scores for the groups, both the control and the experimental group in the post-test proves a positive result. Games are turnkey to enhance learning amongst students' learning English language. Not only are games fun and entertaining but they can provide some options for teachers to get away from traditional learning methods.

CHAPTER 1

1.0 INTRODUCTION

Over the last twenty years, there have been significant changes in the Malaysian education system. The Malaysian government replaced English with the national language (Bahasa Malaysia) as a medium of instruction in accordance to the Education Enactment Bill in 1971, to unite the various races through a common educational system. Bahasa Malaysia has been made the most important subject in all types of school and students should pass in the subject in order to pass in the national examination. Thus, the national language is established as the language used in all official functions. However English is retained and is taught as a subject at all school levels.

Nevertheless, the quality of English used and the level of proficiency among students were inevitably affected due to the conversion in the medium of instruction. The abolition of English as a medium of instruction has been the cause of the declining role and importance of the English language in education. Moreover, accepting English only as a subject, indirectly undermines its important role. Students' exposure to the language is limited only to the English lessons in class.

Recently, the Malaysian government has made some changes to the school curriculum by introducing the Teaching of Mathematics and Sciences (ETEMS) in English to improve the standard of English amongst students which has been declining lately. Teachers are

CHAPTER 2

2.0 REVIEW OF LITERATURE

This chapter discusses related literature and research. In the related literature, the researcher discusses the attitudes of students, why games should be used in teaching and for group work in ESL classroom. The researcher includes related research on learning vocabulary through games.

2.1 Students' attitude.

Shaw and Wright (1967) refer to attitudes as a predisposition, which guides and directs an individual's behavior. Attitudes have been defined as affective determinants in a learning situation. As stated by Shaw and Wright, attitudes can be acquired in a social and educational context rather than being innate. But once acquired, attitudes can become "relatively stable and enduring" (p. 9). In other words, once attitudes have been acquired, they can be difficult to change.

Students in the rural areas who are not exposed much to the language face a lot of difficulties in learning the English language. Shyness and lack of confidence contribute to passiveness in class, thus they remain weak in the subject and are unable to perform well in the examination.

"English language remains the main obstacle for rural pupils whose proficiency in the language has yet to reach a satisfactory level, judging from their low passing