

UNIVERSITI TEKNOLOGI MARA

**GAMES AS A BETTER WAY IN
VOCABULARY RETENTION
OF YEAR THREE STUDENTS IN
SEKOLAH KEBANGSAAN BUMIPUTERA**

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the best results of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution for any degree or qualification.

In the event that my dissertation be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.


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ABSTRACT

Vocabulary retention is the ability to store or remember as many words as possible. In order to enhance the vocabulary retention of the students, there are a few ways to be used in teaching vocabulary. One of the ways is by using games in the vocabulary learning. However, students often forget the meaning of the new words after be taught by their teachers. This study investigates the students' achievement in pre-test and post-test. The purpose of this study is to investigate a better way to make the vocabulary learning more retainable by using games. All 64 year three students in Sekolah Kebangsaan Bumiputera, Lundu, Sarawak participated in the study. The students were taught in conventional vocabulary learning for the new words in unit 10. After 2 weeks of teaching, a pre-test was carried out. The new vocabulary in unit 11 of the Year Three English textbook was taught. The teaching of the new words in unit 11 was applied with games. Two weeks after the teaching, a post-test was conducted to the students. The main instruments used to obtain the data were vocabulary retention tests. There were two tests namely pre test and post test. The result and achievement of the students in the pre-test and post-test measured to identify the vocabulary retention of both group. This study shows that the students scored better result in learning vocabulary through games than conventional vocabulary learning. The data revealed that vocabulary retention was more significant in games vocabulary learning than conventional vocabulary learning.

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CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

Vocabulary plays a vital role in learning a second language. There are many theorist argued that learning a foreign language is basically a matter of learning the vocabulary of that language (Rodrigues and Sadoski, 2002; Kitajima, 2001). Teachers always use different techniques or approaches in teaching vocabulary. According to Hatch and Brown (1995), there are numerous types of approaches, techniques, exercises and practice that can be used to teach vocabulary but teachers must choose the best technique that is suitable for their students.

This is a study of vocabulary retention through games among year three students in Sekolah Kebangsaan Bumiputera, Lundu, Sarawak. This chapter outlined the study and is divided into six sections. Firstly, it outlines the background of the study while the second section highlights the issues pertaining to the study. The third section outlines the guiding research questions. The fourth and fifth sections provide the objectives of the study and significance of the study. The last section explained the definition of terms used in the study.