



AN INVESTIGATION ON HOW LANGUAGE GAMES CAN IMPROVE
VOCABULARY LEARNING AMONG STUDENTS IN RURAL PRIMARY
SCHOOLS IN SEKOLAH KEBANGSAAN JEMUKAN, SAMARAHAN.

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ABSTRACT

This research aims to find out whether the language games can help students to improving learning vocabulary in students. Language games are used in English language classrooms as one of the methods to motivate students in many schools in the world. It has been used widely used to reduce boredom or as a supplementary to teaching methods when the academic strategies does not work. The study is to find out how effective is the language game used to teach the vocabulary in Sekolah Kebangsaan. Jemukan, Samarahan. The findings reveals the results of the analysis on the experimental and the control group. From the analysis conclusion have been made, stating the strengths and the weaknesses of the study. The data is presented using the tables and graphs. Descriptions had been made based on the information in the tables and graphs. The study concludes by giving recommendations based on the findings in the project.

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Chapter One

1.1. Introduction

Reading is the key to information and knowledge. Without knowing the meaning of many words it is difficult to understand the texts we read. So it is important to know how to read and understand what is read. One need not understand the meaning of all the words in a text but in general a large part of the vocabulary would have to be mastered. For primary school students they have to know a lot of noun and verbs. The acquisition of vocabulary is the basic stage to understand a sentence. So, students who lack of vocabulary knowledge will not understand the sentences very much.

I will focus my research on the teaching of vocabulary, particularly nouns, through games to motivate and help students read and understand what they read.

1.2. School Background:

Sekolah Kebangsaan (SK) is a school situated in a coastal area where most of its inhabitants are poor fishermen and farmers who speak only local Malay. Students only use English during English lessons when they are at school. Sekolah Kebangsaan Jemukan has no English- option teacher and the English classes are taken by the Pengajian Melayu teachers. These teachers are not proficient in English and most of the time these teachers speak Bahasa Malaysia and local Malay to them. So, the students are not fully instructed in English. The school library does not support the development of English language. There are few books which are in English but even then they are old books and not up to date. The charts are simple with colourless pictures. Furthermore

Chapter Two: Literature Review

2.1. Vocabulary Learning:

Vocabulary is an integral part of reading, comprehending, learning and communicating. Research shows that *"vocabulary is the glue that holds stories, ideas, and content together and that it facilitates making comprehension accessible for children"* (Rupley, Logan, & Nichols, 1999 p. 336).

This means to say that vocabulary is an important element that will make the stories, ideas, and the content meaningful and easy to understand. Using the right vocabulary will give clearer meanings and accurate intention of the text. Sometimes we may find the words used to describe something inaccurate and the reader does not get the real intention of what the writer is trying to say. For example,

- i. The burglar **walks** slowly towards the house.
- ii. The burglar **crept** slowly towards the house.

Both verbs, 'walk' and 'crept' explain the same intention of the burglar but the way of movement is different. In this case, a burglar do not want anybody to see him. The word 'crept' is more appropriate because it describes that the movement is being made slowly and in a special way although it may be only walking. One single word can sum up a very long explanation of an event. In reading, if a student has a large vocabulary then he/she will enjoy reading. Laflamme (1997 p. 372) supports strongly saying that *"research has acclaimed vocabulary knowledge as the single most important factor in reading comprehension" (1997).*

Students who lack vocabulary will spend time looking up words in the dictionary or read all the way to get the contextual meaning before actually knowing what has