



INTERNATIONAL JOURNAL OF ADVANCE RESEARCH, IDEAS AND INNOVATIONS IN TECHNOLOGY

ISSN: 2454-132X

Impact factor: 6.078

(Volume 6, Issue 2)

Available online at: www.ijariit.com

The use of a self-developed board game as a tool to enhance the mastery of vocabulary on action verbs

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ABSTRACT

This action research focuses on enhancing the pupils' mastery of vocabulary on action verbs. The research participants of this study were four Year 5 pupils. In this research, The Kemmis and McTaggart model was used as a research design. The 'V-Goldenur' game which is an adaptation of the famous 'Monopoly' game was used as an intervention in this research in enhancing pupils' vocabulary on action verbs. 'V-Goldenur' game was carried out in five sessions which each session focusing on five action verbs. The findings of the research were analysed qualitatively using the triangulation method. The instruments used were document analysis, observation's checklist and group interview. The participants had been given Exercise 1 and Exercise 2 to compare the improvement in their vocabulary on action verbs before and after the intervention. The research findings showed that there had been an improvement in the participants' vocabulary on action verbs performance after the intervention sessions. Nevertheless, it is recommended if more words could be added in this research to help the participants in the mastery of vocabulary on action verbs.

Keywords— Vocabulary, Action Verbs, 'V-Goldenur' game, Improvement

1. INTRODUCTION

Mehta (2009) states that vocabulary is the first and foremost step in language acquisition. Vocabulary is the basic competence that must be reached by the pupils in order to get other competencies like reading, writing, listening, and speaking. Teaching action verb to pupils is useful as they are actions that the pupils perform, read, or hear about in their daily lives. It helps pupils a lot in English Language subject, especially in constructing sentences. According to Your Dictionary (2016), Action verbs are verbs that specifically describe what the subject of the sentence is doing.

Based on my preliminary data collection using two methods, interviews and participants' works, I could identify my pupils had a limited knowledge in vocabulary particularly on action verbs. Games help pupils revise vocabulary and recalling something that happened in a game may help a pupil remember the language connected with it (Rixon, 2002). Thus, game is one of the ways to use during teaching and learning process in helping the pupils to memorize basic action verbs easily.

2. RESEARCH FOCUS

The focus of my study would be worked towards enhancing pupils' mastery of vocabulary on action verbs by 'V-Goldenur' game. Vocabulary is one of the language sub-skills of reading, listening, speaking and writing (Joan Sedita, 2005). Vocabulary, much more than grammar, is the key to pupils in understanding what they hear and read in school, and to communicate fluently with people as well. For this reason, it is very important for the pupils to build up a large amount of words in their storage. I decided to focus on vocabulary particularly in action verb as it played a vital role in English language. Teaching action verb to pupils is useful as they are actions that the pupils perform, read, or hear about in their daily lives. Action verbs are verbs that specifically describe what the subject of the sentence is doing (Your Dictionary, 2016). I also focused on enhancing pupils' vocabulary on action verbs by implementing teaching action verbs using games. The use of game enhanced pupils' motivation to learn vocabulary. Game is considered an effective learning aid to motivate pupils to learn (Mazeli, 2015). Game was motivated as it involved friendly competition among the players. Naturally when playing game, children would be very competitive among each other. They worked hard to win and beat the competitors. Apart from that, the use of colour had a significant impact on emotion, which could ultimately influence an individual's studying. Based on Perkins and Will (2003), colour elicits a total response from human beings because the energy produced by the light that carries colour effects our body functions and influences our mind and emotion.

3. RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

General objective

- 1) To enhance pupils' vocabulary on Action Verbs.

Specific objectives

- 1) To find out whether the use of 'V-Goldenur' game can enhance pupils' vocabulary of action verb.
- 2) To find out pupils' perceptions towards the use of 'V-Goldenur' game in enhancing pupils' vocabulary of action verb.

Research Questions

- 1) Does the use of 'V-Goldenur' game can enhance the pupils' vocabulary of action verb?
- 2) What are the pupils' perceptions towards using 'V-Goldenur' game in enhancing the mastery of vocabulary of Action Verb?

4. RESEARCH PARTICIPANTS

The participants for this study consist of 4 pupils of Year 5 (two boys and two girls). They had been selected due to their scores in examination, observations during teaching and learning and the mistakes observed in the worksheets. Related to the pupils' background, all of them are coming from the low economy level. Their parents work as labourers and have low educational background. They communicate in their mother tongue all of the time, except during English lessons. Their exposure in English is low as they are not exposed to English movies and books as well.

5. IMPLEMENTATION OF ACTION PLAN

The intervention conducted based on Kemmis and McTaggart (1988) action research model. In this model, Kemmis and McTaggart used the spiral system which consists of four important steps in action research which are plan, act, observe and reflect.

Step 1: Plan the project

Throughout the lessons, I observed my pupils' behaviour and performance in English. I planned to come up with an approach that helped the pupils to master the vocabulary on action verbs. Therefore, I decided to create and carry out a vocabulary of action verbs game namely 'V-Goldenur' as the intervention for the participants.

Step 2: Implement the project

The 'V-Goldenur' game was carried out for five times. During each session, it only focused on five action verbs.

Step 3: Observe the project

I examined the effectiveness of 'V-Goldenur' game in enhancing the mastery of vocabulary on action verbs throughout the five sessions of the intervention by using three data collection methods. I analysed participants' works before and after the intervention, observation's checklist and group interview.

Step 4: Reflect and Evaluate

The information that I had gathered throughout all the sessions of using the intervention to enhance the mastery of vocabulary on action verbs critically and analytically evaluated. I also reflected on my future recommendations that could be done to make the intervention to be more effective and practical to the pupils.

Data collection

In this research, I used data triangulation to get more reliable and valid evidence. The instruments used were document analysis, observation's checklist and group interview.

Data analysis

Five different diagnoses in the form of exercises were given to the pupils before and after they had gone through all the five intervention sessions. As to see participants' improvement in vocabulary on action verbs, I prepared and analysed the documents using Document Analysis Improvement Checklist. I evaluated the participants using the Observation Improvement Checklist to help me to examine the improvement of the participants' throughout the sessions. It was used to monitor participants' behaviour and attitude, enthusiasm and interest. I conducted the interview session with the participants after they finished using the intervention for the whole sessions. . The interview questions had been prepared in advance and the pupils' answers were jotted down on the specified interview worksheet.

Data validation

In order to ensure that the result collected is valid, the triangulation method used. To validate the result for question number one, I used document analysis to indicate the effectiveness of the game in enhancing pupils' vocabulary of action verb. Then, for question number two, I used observation and group interview methods to see pupils' perceptions towards using 'V-Goldenur' game in enhancing the mastery of vocabulary of Action Verb. The checklist analysed participants from different aspects in terms of behaviour and attitude, enthusiasm to learn and interest before and after the intervention. The group interview was carried out to avoid any misinterpretation of participants' behaviour throughout the intervention.

6. FINDINGS

The findings of the research had been analyzed based on three data collection methods in order to find out that the use of the intervention can enhance the participants in mastery of vocabulary on action verbs and their perceptions towards the intervention. Therefore, the findings for this research presented as follow:

Research question 1: Does the use of 'V-Goldenur' game can enhance the pupils' vocabulary of action verb?

The first research question would be answered and analysed using the **document analysis**. The analysis of my document analysis would be specifically done by comparing the results of Exercise 1 (before the intervention) and Exercise 2 (after the intervention). Based on the table below, it showed that the participants' results had improved after using 'V-Goldenur' game. Participants' results throughout all five sessions were summarized in the table above.

Table 1: Participants' scores before and after the intervention (all five sessions)

Participants	A		B		C		D	
Sessions	B	A	B	A	B	A	B	A
1	3	4	2	3	2	3	1	2
2	2	5	3	4	1	4	1	2
3	2	5	2	5	3	4	1	3
4	3	4	2	5	2	5	2	4
5	3	5	2	5	2	5	2	5
Total Score	13/25	23/25	11/25	22/25	10/25	21/25	7/25	16/25
	+10		+10		+9		+9	

Research question 2: What are the pupils' perceptions towards using 'V-Goldenur' game in enhancing the mastery of vocabulary of Action Verb?

The second research question was answered and analysed using observation and group interview.

Observation

The result from the observation depicted that there was a vast difference of learning among the participants. The responses of the pupils changed after they involved in the intervention of 'V-Goldenur' game.

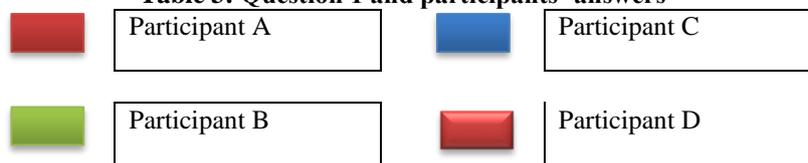
Table 2: Observation Checklist

Aspects		Participants							
		Before				After			
		A	B	C	D	A	B	C	D
Behavior and attitude	Disturb other participants	X	X	X	X	/	/	/	/
	Day-dreaming	/	X	X	X	/	/	/	/
	Listen attentively to teacher's instructions	/	/	/	X	/	/	/	/
Enthusiasm	Good discipline	/	/	/	/	/	/	/	/
	Highly motivated to learn	/	X	X	/	/	/	/	/
	Outspoken	/	/	/	/	/	/	/	/
	Cooperation	X	X	X	X	/	/	/	/
Interest	Give ideas	/	/	/	/	/	/	/	/
	Excited	/	X	/	/	/	/	/	/
	Actively participating	/	/	/	/	/	/	/	/
	Body language	/	/	/	/	/	/	/	/

Group Interview

The interview had been carried out after all the intervention sessions in order to know participants' perceptions towards using 'V-Goldenur' game in enhancing the mastery of vocabulary of Action Verb. The interview sessions were transcribed and analysed below:

Table 3: Question 1 and participants' answers



Questions	Answers
How do you learn vocabulary before this? <i>Bagaimana anda belajar sebelum ini?</i>	<p><i>PA: Teacher asked me to copy the word into a vocabulary book.</i></p> <p><i>PB: If I found the word that I did not understand, teacher asked me to jot down the meaning of it.</i></p> <p><i>PC: Sometimes teacher conducted a test.</i></p> <p><i>PD: Memorize</i></p>
Do you like it? <i>Adakah anda menyukainya?</i>	<p><i>PA: No, I lazy to write.</i></p> <p><i>PB: I do not like it as if I write the word in numerous times, I still cannot remember it.</i></p> <p><i>PC: I do not like it because every time test was conducted, I did not know what to answer.</i></p> <p><i>PD: boring.</i></p>

Based on the participants' responses, it was summarized that my intervention session had managed to shift their perception towards vocabulary on action verbs activity.

Table 4: Question 2 and participants' answers

Questions	Answers
Do you like learning vocabulary on action verbs using 'V-Goldenur' game? Adakah anda menyukai cara pembelajaran menggunakan permainan 'V-Goldenur'?	PA/PB/PC/PD: I like it.
Why? Mengapa?	PA: I can play the game and I remember the words easily. PB: Because it is not boring. PC: There are rewards *laugh* PD: It is beautiful. There are chocolates which look alike golden, safe and sculpture.

From the responses above, I concluded that the participants found that the use of 'V-Goldenur' game is fun and effective to help them mastery the vocabulary on action verbs.

Table 5: Question 3 and participants' answers

Questions	Answers
Do you want to learn vocabulary on action verbs using 'V-Goldenur'?	PA: I want. PB: Definitely yes, teacher. PC: I want to learn the action verbs through this game. PD: Of course I want to learn using this game.
(Adakah anda ingin belajar kata kerja menggunakan permainan 'V-Goldenur'?)	
Why? (Mengapa)	PA: Easier to remember. PB: I do not feel sleepy learning using this game. PC: I feel like an excellent pupil as I remember the words easily in a limited time. PD: Because it is enjoyable) *laugh*

Through the participants' responses above, the use of 'V-Goldenur' game helps the participants in enhancing their vocabulary particularly on action verbs. The participants claimed that this activity was enjoyable and helped them memorize the action verbs easily.

7. REFLECTION

The positive responses from the participants as well as their active participations during the interventions clearly showed the positive result in using 'V-Goldenur' game as a tool to enhance their vocabulary on action verbs. They liked the 'V-Goldenur' game as it inculcated the elements of games throughout the activities. Despite making it enjoyable, it also created a non – threatening environment especially for primary school pupils. Research reveals that games seem to provide pupils with the element of fun and enjoyment which is important for learning. (Horwitz, Horwitz and Cope 1986) said this eases the fear of negative evaluation, the concern of being negatively judged in public, and which is one of the main factors inhibiting language learners from using the target language in front of other people. The pupils learned the language without any fear and enjoyed the environment of learning.

8. SUGGESTIONS FOR IMPROVEMENT

If I am given another chance to make amendments on the 'V-Goldenur' game, I would like to improve the used of some materials in my intervention. Suitable materials are the most important things for the teachers to carry out the language games. In addition, I do wish the intervention should not only limited to vocabulary, but applicable to other language aspects with slight adjustment to the content. Lastly, one area that needs to be addressed also concerns on time to implement the intervention and write-up.

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