



Implementation of CIPPA Model Based-Games to Enhance English Vocabulary
Learning of 6th Grade Students in an EFL Classroom

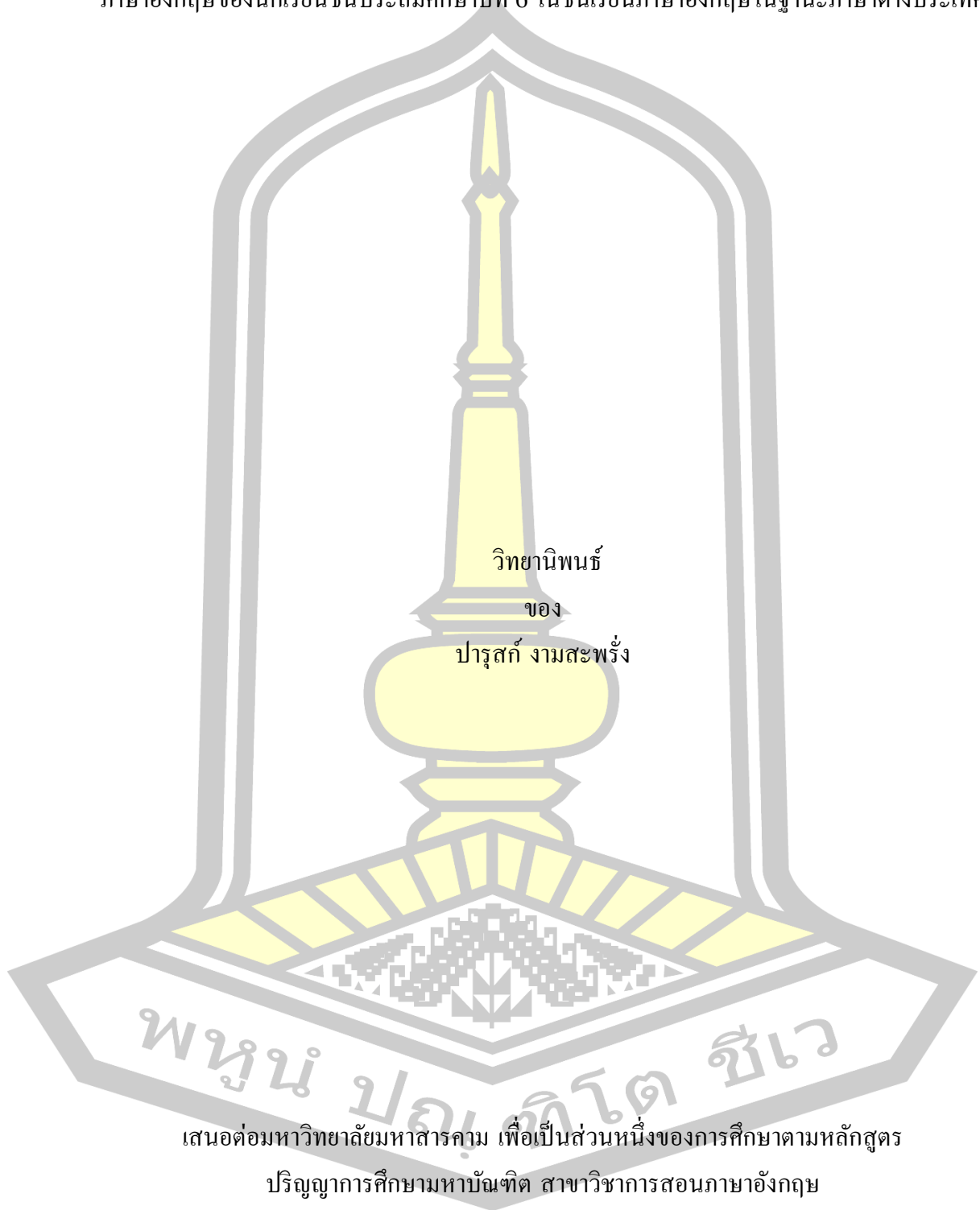
Parus Ngamsaprang

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in English Language Teaching

June 2021

Copyright of Mahasarakham University

การใช้เกมที่ออกแบบตามรูปแบบการสอน CIPPA MODEL เพื่อพัฒนาผลการเรียนรู้คำศัพท์
ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 ในชั้นเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ



วิทยานิพนธ์
ของ
ปราสุศักดิ์ งามสะพรั่ง

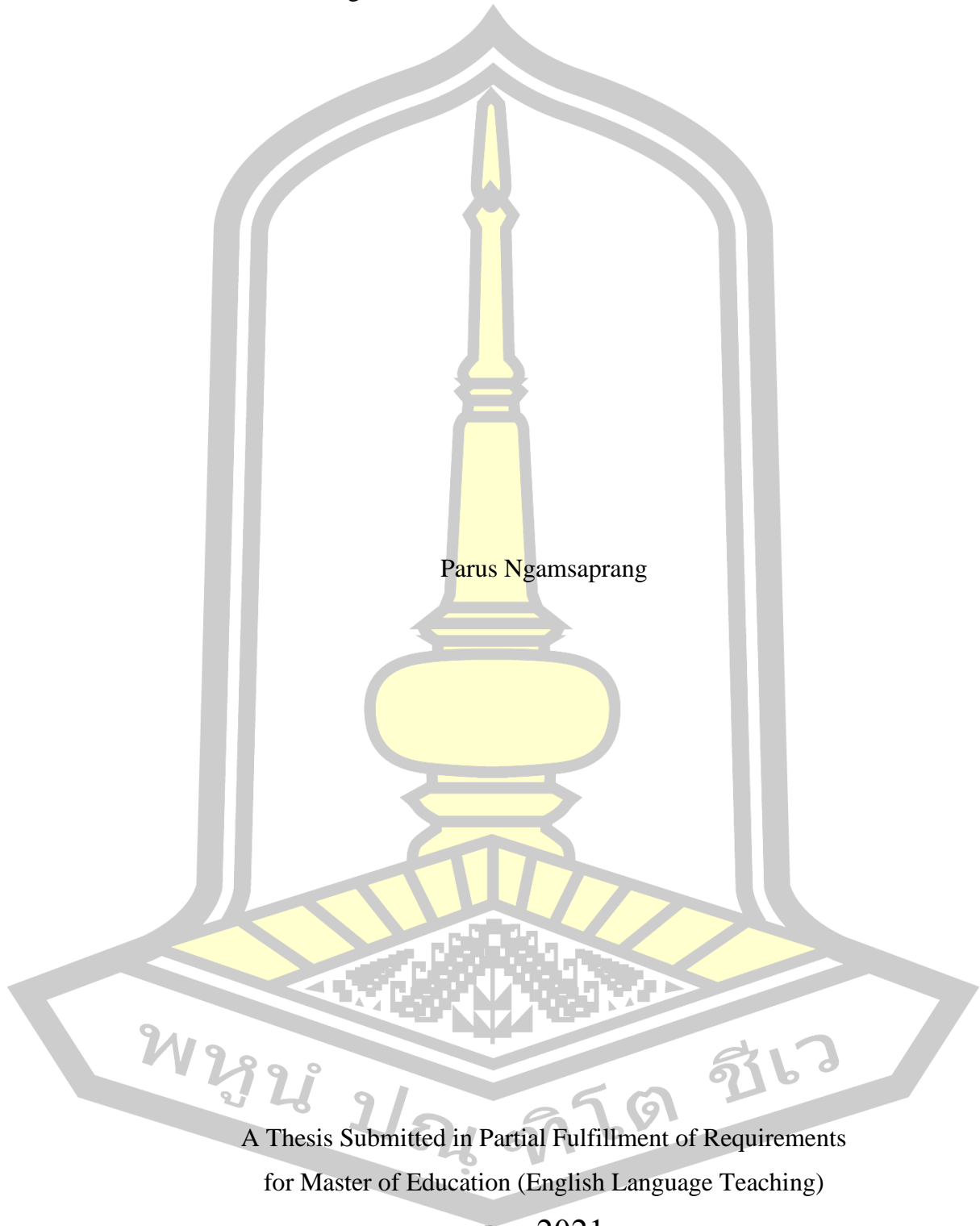
เสนอต่อมหาวิทยาลัยมหาสารคาม เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร

ปริญญาการศึกษามหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ

มิถุนายน 2564

ลิขสิทธิ์เป็นของมหาวิทยาลัยมหาสารคาม

Implementation of CIPPA Model Based-Games to Enhance English Vocabulary
Learning of 6th Grade Students in an EFL Classroom



Parus Ngamsaprang

A Thesis Submitted in Partial Fulfillment of Requirements
for Master of Education (English Language Teaching)

June 2021

Copyright of Mahasarakham University



The examining committee has unanimously approved this Thesis, submitted by Mr. Parus Ngamsaprang , as a partial fulfillment of the requirements for the Master of Education English Language Teaching at Maharakham University

Examining Committee

Chairman

(Asst. Prof. Apisak Sukying , Ph.D.)

Advisor

(Asst. Prof. Intisarn Chaiyasuk ,
Ph.D.)

Committee

(Pilanut Phusawisot , Ph.D.)

External Committee

(Asst. Prof. Nawamin Prachanant ,
Ph.D.)

Maharakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Master of Education English Language Teaching

(Assoc. Prof. Nittaya Wannakit , Ph.D.) (Assoc. Prof. Krit Chaimoon , Ph.D.)
Dean of The Faculty of Humanities and Social Sciences Dean of Graduate School

พหุบัณฑิต ชีวะ

TITLE Implementation of CIPPA Model Based-Games to Enhance English Vocabulary Learning of 6th Grade Students in an EFL Classroom

AUTHOR Parus Ngamsaprang

ADVISORS Assistant Professor Intisarn Chaiyasuk , Ph.D.

DEGREE Master of Education **MAJOR** English Language Teaching

UNIVERSITY Mahasarakham **YEAR** 2021
University

ABSTRACT

The purposes of this research were 1) to study the effectiveness index of P.6 students' vocabulary learning through games based on the CIPPA Model; 2) to evaluate students' satisfaction towards learning English vocabulary by using games based on CIPPA Model. The sample in this study was a group of 15 students in the 6th grade of Buriram Rajabhat University Demonstration School selected by the purposive sampling technique. The experimental periods of the study were six weeks, two hours per week, during the second semester of the academic year 2020, totaling 12 hours. The data were collected by using a pretest and a posttest and a questionnaire and analyzed by using mean, standard deviation, percentage, and the effectiveness index. The findings revealed that the total mean scores of the posttest were much higher than the total mean scores of the pretest. The effectiveness index showed 0.69 compared with the highest criterion at 1.00. Therefore, there was an improvement of students' English vocabulary learning through games based on the CIPPA Model. The satisfaction of students towards learning English vocabulary showed the most satisfactory level. The open-ended opinions from the sample were reflected in the same way. Games made lessons more interesting and helped them learn vocabulary more joyfully.

Keyword : Games, CIPPA Model, Vocabulary Learning

พหุบัณฑิตศึกษา

ACKNOWLEDGEMENTS

During the course of Master Degree of Education Program in English Language Teaching, I would like to express my sincere appreciation and deep gratitude to all people for their contribution to my study.

Foremost, I would like to express my deepest appreciation to my advisor Assistant Professor Dr. Intisarn Chaiyasuk for his valuable and constructive suggestions during the planning and development of this research work. His devotion in giving his time so generously has been greatly appreciated. Advice, assistance and great encouragement provided by him has been a great help in completing my thesis. I could not have imagined having a better advisor and mentor for my Master study.

Besides my advisor, I would like to offer my special thanks to the rest of my thesis examining committee: Assistant Professor Dr. Apisak Sukying, Dr. Pilanut Phusawisot, especially Assistant Professor Dr. Nawamin Prachanant as an external expert for their huge encouragement, insightful comments and thought-provoking questions including all the lectures in the ELT program of the Graduate School, Maharakham University. My sincere thanks go to technical staff of the Graduate School of the Faculty of Humanities and Social Sciences, MSU for administrating my research project matters.

I appreciate the generosity of Dr. Kovit Vajarintarangoon, the director of Buriram Rajabhat University Demonstration School, for giving me permission and support to conduct this study in his school. My special thanks are also extended to Dr. Sineenat Wattanasuk, Dr. Bunphot Wongthongcharoen and Dr. Kovit Vajarintarangoon for their advices in constructing research instruments.

I am sincerely thankful to my classmates who helped and gave suggestions to this research and for good moments while studying in this course through thick and thin.

Finally, I would to thank my inspirational family, particularly to my father and my grandmother for their encouragement and valuable support throughout the years of my study.

Parus Ngamsaprang

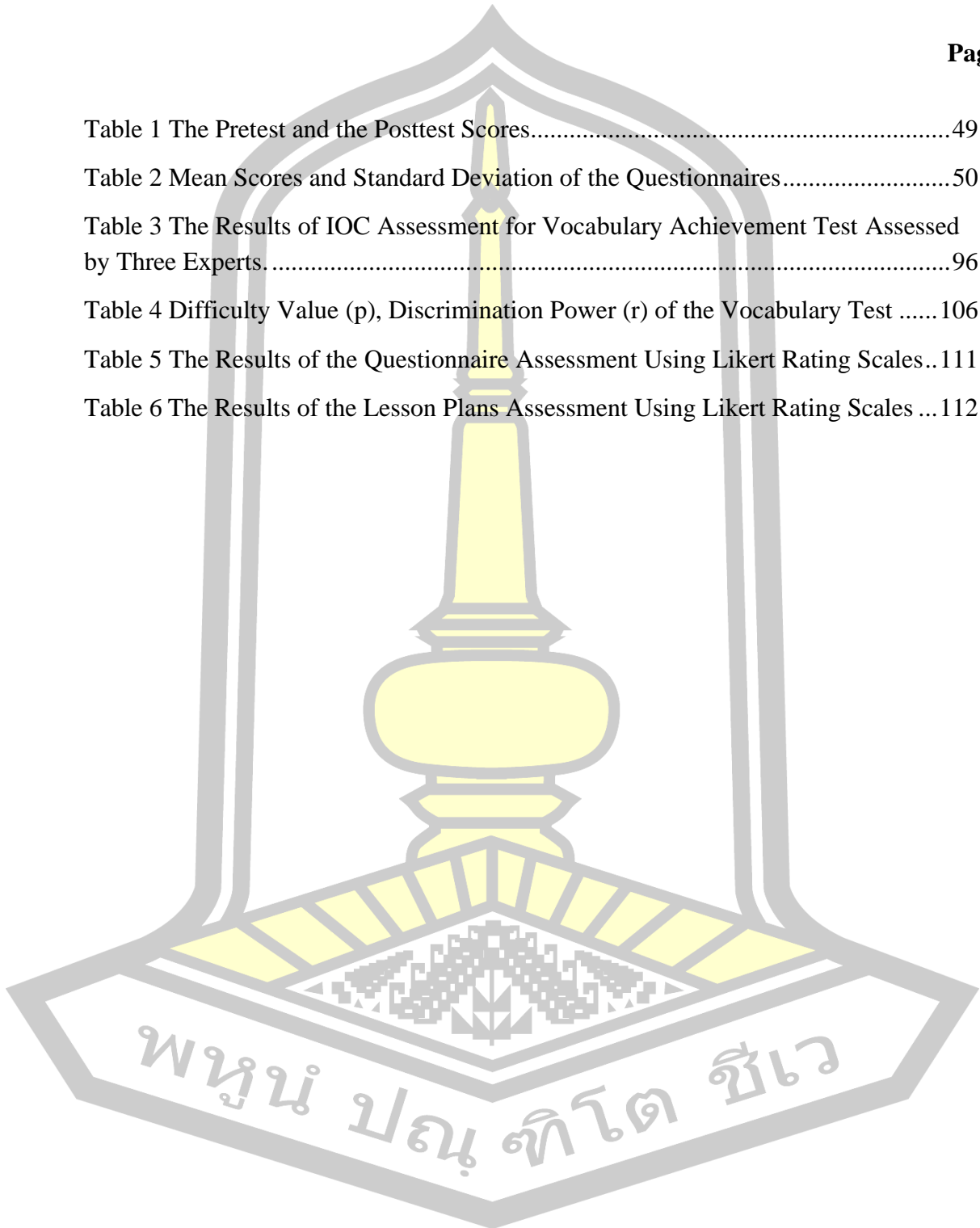
TABLE OF CONTENTS

	Page
ABSTRACT.....	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	F
LIST OF TABLES.....	H
LIST OF FIGURES.....	I
CHAPTER 1 INTRODUCTION.....	1
1.1 Background of the Study and Statement of the Problem.....	1
1.2 Purposes of the Study.....	8
1.3 Research Questions.....	8
1.4 Significance of the Study.....	8
1.5 Scope and Limitation of the Study.....	9
1.6 Definition of Key Terms.....	10
1.7 Theoretical Framework.....	11
1.8 Summary of the Chapter.....	12
CHAPTER 2 LITERATURE REVIEW.....	13
2.1 Definition of Vocabulary.....	13
2.2 Vocabulary in EFL Context.....	14
2.3 Importance of Vocabulary Learning.....	17
2.4 Purposes of Vocabulary Learning.....	18
2.5 Selection of Vocabulary for Teaching.....	19
2.6 Teaching Vocabulary to Young Learners.....	20
2.7 Vocabulary Teaching Techniques.....	23
2.8 Assessing Vocabulary.....	24
2.9 CIPPA Model's Principles and Characteristics.....	26
2.10 CIPPA Model-Based Games and Major Principles.....	29

2.11 Parameter for Selection of Games	30
2.12 Games for Teaching Vocabulary to Young Learners	31
2.13 Previous studies on CIPPA Model for Teaching Vocabulary	32
2.14 Summary of the Chapter	35
CHAPTER 3 METHODOLOGY	36
3.1 Participants and Setting	36
3.2 Research instruments	37
3.3 Data Collection Procedures	42
3.4 Data Analysis Procedures	45
3.5 Statistics used in data analysis	46
3.6 Summary of the Chapter	47
CHAPTER 4 FINDINGS.....	48
4.1 RQ 1: What is the Effectiveness Index of Students' English Vocabulary Learning Through Games Based on CIPPA Model?	48
4.2 RQ 2: What is the Level of Students' Satisfaction towards CIPPA Model-Based Games?	50
4.3 Summary of the Chapter	52
CHAPTER 5 CONCLUSION AND DISCUSSION	53
5.1 Conclusion of the Findings.....	53
5.2 Discussion of the Findings.....	54
5.3 Limitation of the Study	57
5.4 Pedagogical Implications.....	57
5.5 Suggestions for Future Research Study	59
REFERENCES	60
BIOGRAPHY.....	118

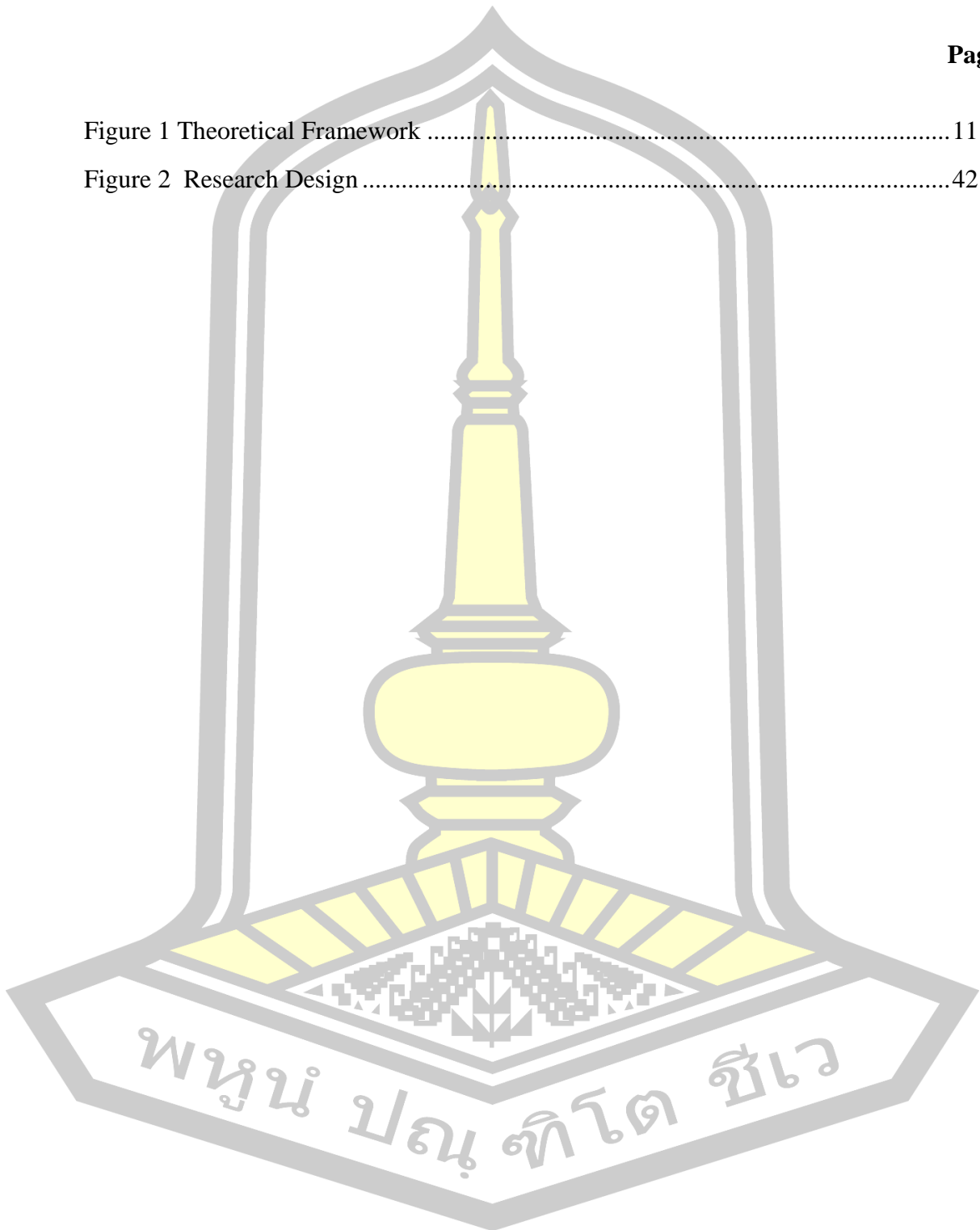
LIST OF TABLES

	Page
Table 1 The Pretest and the Posttest Scores.....	49
Table 2 Mean Scores and Standard Deviation of the Questionnaires.....	50
Table 3 The Results of IOC Assessment for Vocabulary Achievement Test Assessed by Three Experts.....	96
Table 4 Difficulty Value (p), Discrimination Power (r) of the Vocabulary Test	106
Table 5 The Results of the Questionnaire Assessment Using Likert Rating Scales..	111
Table 6 The Results of the Lesson Plans Assessment Using Likert Rating Scales ...	112



LIST OF FIGURES

	Page
Figure 1 Theoretical Framework	11
Figure 2 Research Design	42



CHAPTER 1

INTRODUCTION

This chapter discussed the background of the study and problem statements, purposes of the study, research questions, significance, scope of the study and theoretical framework. These contents were demonstrated in the following sequences

1.1 Background of the Study and Statement of the Problem

Vocabulary is a set of words that are part of a particular language and used to arrange sentences. Rihanah and Sudiyono (2020) mentioned that the center of language acquisition was vocabulary learning, whether the language was the first, the second, or foreign. It can be concluded that we cannot communicate in English without vocabulary. Jamalipour and Farahani (2015) explained the importance of vocabulary was commonly recognized as the main communication tool. Language users use vocabulary in expressing their feelings, ideas, and opinions, a manifestation of the human mind (Dakhi & Fitria, 2019). Many researchers indicate that suitable and adequate vocabulary learning affect real communication as compared with learning grammar rules only (Khan et al., 2018). Understanding numerous words is advantageous because vocabulary is taken as a fundamental factor in successful communication and to a great extent in high-level reading ability and comprehension. McCarthy (1990) mentioned knowledge of vocabulary was a significant factor in learning English successfully or even in other languages. This can be explained that English teachers should put an emphasis on vocabulary teaching at first.

Remembering words is a key component in the second language learning because vocabulary plays an important role in successful learning which is not less important

than grammar and sentence structures learning. Huyen and Nga (2003) stated that vocabulary played an important role in learning a foreign language, for it was an element that involved the four skills of speaking, listening, reading, and writing together in order to effectively communicate in a foreign language. A major problem that students meet when they take English tests is vocabulary. Ebrahimi et al. (2015) claimed that vocabulary obstructed students' language learning, and it has been a language problem. All of these shows that the four basic skills will be exceedingly affected if EFL students do not have enough vocabulary in daily lives. In support of Kitphisitpreecha (2013), vocabulary was the main key and a basic step to learn the skills and sub-skills of a language. It assists students to understand and use the target language effectively. Therefore, learning vocabulary should be taken into account as important as learning other language components.

Teaching vocabulary is necessary for communication, especially to young learners. Like any other children, if the teacher is teaching Thai primary students using the old conventional methods and techniques, they would get bored very fast. Interesting and fun methods to teach and motivate students should be adopted by teachers. Bavi (2018) proposed traditional ways for teaching vocabularies such as giving synonyms, definitions, and opposite and giving examples and use of translation and repetition. They cause learning difficulties when it comes to acquiring vocabulary. Learning vocabulary in this way makes it difficult and will lead to anxiety for some students. Lack of fun activities such as using games, role playing, songs and pictures in teaching to engage students affects classes boring and out of enjoyment.

Old traditional teaching ways may be meaningful for children, and they will lose their motivation for learning second language (Bavi, 2018). Abduramanova (2020)

proposed innovative techniques of teaching vocabulary in the second language classroom with the following useful methods which achieved more interesting and qualitative lessons i.e. actual objects and showing models, synonyms, homonyms and role play. According to the actual objects and showing model, this technique makes profits to teach vocabulary to beginners. Showing actual objects teaches the names of many things by giving real experience and sense to learners. Real objects and models of real objects are very meaningful and productive in showing meaning. Synonyms assist to enhance a student's vocabulary bank and provide alternative words instantly. Student may figure out the different shades of meaning with a synonym if the synonym is better known than the word being taught. Homonyms are words of the same language that are pronounced similarly even though they are different in spelling and meaning such as bear (the animal) and bear (to carry). This approach is really important to enhance vocabulary bank of students as well as their pronunciation. Role play gives students an opportunity to practice communication in different contexts and social roles. Some of the words which provide both definitional and contextual information about the words to be learned by making up a dialogue for students can be introduced by the teacher so that students can understand a further meaning and usage of the words.

Picture cards are cards created by the teacher appropriate for English lessons and teaching vocabulary. Octaberlina and Anggarini (2020) claimed that picture cards could increase and enrich third-grade students' vocabulary and knowledge. The implication of picture cards could also motivate students to understand texts.

Therefore, the students could understand many texts in vocabulary tests. For example, the title of the subject was about the disease or illness. The teacher made those cards

with the picture of the patient and vocabulary. Then, the students were drilled in teaching vocabulary through picture cards. The materials were implemented because the teacher would like to know that picture cards increase and enrich their vocabulary and their knowledge.

The social media in recent years has been recognized as an effective tool to reinforce traditional teaching methods. One of these technologies that teachers use is YouTube (Kabooha & Elyas, 2018). Using YouTube to enhance students' vocabulary recognition and comprehension gives language learners the exposure to authentic content and context. Therefore, learners can improve their language skills. However, However, studies on the effectiveness of YouTube in vocabulary teaching and learning are very limited. Kabooha and Elyas (2018) indicated that the sample aged between 18-20 years who viewed YouTube clips was more successful in the posttest than the group who was not exposed to YouTube videos. Some limitations appeared in their current study. The population was limited to female EFL students. In addition, time constraint was another limitation. The experimental duration should be a longer period.

One of the methods for teaching vocabulary is using games. Jabbarova (2020) stated that children were easier to understand and remember vocabularies in some topics by the use of games. By using games, children do not feel that they learn something through that activity and become active learners. Problems that children faces are the difficulties in memorizing new words and their less interest in learning English (Jabbarova, 2020). If learners do not know the meaning of words, they may have difficulties in understanding what they see, read, and learn. Games have challenges for the teacher and students. The first challenge is noise and untidy

classroom. Children sometimes move a lot and talk too much during the game which makes it hard to control them. Another challenge, the mother tongue or the first language is spoken by the students during the class and game to communicate with their friends and teachers (Jabbarova, 2020). Even if the student is asking the teacher something in their native language, teachers have to respond in English. There was a view proposed by Bakhsh (2016) that teachers should use young learners' native language sometimes to encourage the students to speak and participate in the lesson. Bakhsh (2016) presented two steps that teacher should keep in mind when using games to teach vocabulary for young learners: grouping the students and giving explanation and instruction about the game. He also introduced five games that can be taught vocabulary to young learners and were used in his study such as Hot Potatoes, Memory Challenge, Last One Standing, Pictionary and Bingo. Games should not be overused although they are very popular among young learners. They should be selected appropriately to students' level, interest, and context (Bakhsh, 2016). Rohayati and Rizkyanti (2019) concluded that snakes and ladders games helped improve sixth grade students' vocabulary. The students got higher motivation in learning because the teaching materials were very interesting for them. By the use of snakes and ladders games, the students were easier to learn vocabulary and highly motivated in improving their English vocabulary. Inthapiew (2019) mentioned that using games in a language classroom stimulated students' interest and made students understand and memorize vocabulary more accurately affecting higher achievement. By using games, the teacher should inform students about the main objective of playing games is to review vocabulary, making them memorize words better. Students may not know that purpose and give more importance to competition and defeating

others. Teachers should select useful games and integrate them into English teaching processes (Inthapiew, 2019).

While the literature is varied in terms of teaching vocabulary by using various methods, there has not been any research conducted to study the effects of using games based on CIPPA Model in an EFL classroom to enhance sixth grade students' vocabulary learning. The current study attempts to fill this gap. Based on the characteristics of CIPPA Model, the combination of games and CIPPA Models on teaching vocabulary to young learners encourages students to construct their own knowledge from sharing their idea and opinions each other and let them have interaction with others, which can enhance their language skill. The language learners can have physical participation and apply knowledge to real situations. Therefore, the primary aim of the current research was to investigate the effects of games and CIPPA Model on EFL students' vocabulary learning. This added to the existing knowledge base of CIPPA Model integration in teaching vocabulary. Sihawong et al. (2018) summarized that writing skills on words with odd spelling rules using practice package and CIPPA approach could enhance second grade students' reading skill and writing skill on odd spelling words. In addition, they have found that the students the students had higher achievement than the standard criteria and highly motivated to Thai language. Some studies have also examined the effects of CIPPA Model on language learning. Researchers found that the use of CIPPA Model can improve students' participation in the classroom and language learning strategies. Hankamen (2018) argued that seventh grade students' reading comprehension ability was improved by English reading packages using Cooperative Integrated Reading and Composition technique (CIRC) in conjunction with CIPPA Model.

Boonpan and Bhasiri (2018) conducted a study that investigated the effect of using CIPPA Model and the Picture Word Inductive Model (PWIM). The findings of the study indicated that English writing skill of ninth grade students was raised at a high percentage. From the study observation, the sample of the study enjoyed doing activities because they were able to exchange knowledge, study words actively and practice writing skill.

According to the background of the study and the literature mentioned above, the researcher was interested to study the effect of using games based on CIPPA Model to develop 6th-grade students' vocabulary learning. The results of the current study were used in language learning management in order to fill the quality of the students based on the Basic Education Core Curriculum B.E. 2551 (A.D.2008) and to improve the students' vocabulary achievement.

As an EFL English teacher in a foreign language classroom, the researcher found that sixth grade students encountered some difficulties in learning EFL and vocabulary in particular. The success of English language learners depends on learning vocabulary in an appropriate way. The translation and repetition strategy used at present were found ineffectively to teach new words to the students.

The researcher noticed that most of the teachers used traditional ways in teaching vocabulary ignoring using productive modern strategies such as games. This affected the students' vocabulary learning and retention completely. As suggested by Sangchai (1990), teaching vocabulary with meaning translation affected students' temporary word retention, which caused problems for language learning and language use.

Besides, the researcher found that the students' English O-NET test result in the academic year 2019 was at 46.70 although it was higher than the national result of

32.42 (NIET, 2019). The result demonstrated that the students had rather a low level of English which directly affected the students' entrance exam to a new school and parents' confidence.

1.2 Purposes of the Study

1. To investigate the effect of applying CIPPA Model-based games on enhancing sixth grade students' vocabulary learning in an EFL classroom
2. To study the satisfaction of the students studying vocabulary through CIPPA Model-based games

1.3 Research Questions

This research is aimed to answer the following research questions as follow:

1. What is the effectiveness index of the students' English vocabulary learning through CIPPA Model-based game?
2. What is the level of the students' satisfaction towards CIPPA model-based games?

1.4 Significance of the Study

The result of the current study may have crucial effects on learners and teachers through improving their teaching and learning EFL vocabulary. Also, relevant answers to the research questions would not only contribute to the language learning process at lexical learning domain but also may eventually encourage teachers and students to improve foreign language learning and teaching in our educational system and possibly worldwide. One advantage of using games based on the CIPPA Model is the source of interest for children in learning vocabulary. Teaching games are great significance for children (Bavi, 2018). Games not only make children participate in the learning process lively and stimulate children's

learning interest but also can provide help for teachers as an effective teaching method (Chen, 2007).

1.5 Scope and Limitation of the Study

This was a study of implementing games to enhance vocabulary learning to sixth grade students. The aim of this research was to find out the effectiveness of using games based on CIPPA Model and its satisfaction from the sample group towards English vocabulary learning. The study was limited to 15 sixth graders selected by the purposive sampling technique at Buriram Rajabhat University Demonstration School during the second semester of the academic year 2020. The researcher looked into the students' progress and development from a pretest and a posttest in order to study the effectiveness of the treatment. Next, the satisfaction of the students towards using games based on the CIPPA Model in teaching vocabulary was examined.

The independent variable was teaching English vocabulary through games based on CIPPA Model, and the dependent variables were the English vocabulary achievement and the level of the students' satisfaction towards games based on the CIPPA Model. The sample was a group of 15 students from sixth grade students who studied in the second semester of the 2020 academic year at Buriram Rajabhat University Demonstration School selected by using the purposive sampling method.

The contents used in this study was vocabulary lists selected from sixth graders' word lists of the Basic Education Core Curriculum B.E. 2551 (A.D.2008), learning area of foreign languages. Moreover, the lists of vocabulary in this study were chosen from *English students' textbook Projects: Play & Learn 6* which comprised six lessons: the story of the hare and the tortoise, how to wash vegetable,

food and health, Cinderella, the history of Santa Claus and the history of Christmas tree.

For duration of the study, the experiment lasted for six weeks, two hours per week, and each period took one hour. The process of investigation started from the orientation, the pre-test, the instruction through games based on CIPPA Model and investigating the students' satisfaction after learning. Eventually, the sample took the posttest.

1.6 Definition of Key Terms

“CIPPA Model-based games” refers to games based on the CIPPA Model which were used to teach English vocabulary for young learners. The researcher chose games and related them to CIPPA Model principles: constructivism, interaction, physical participation, process learning, and transferring knowledge. In this study, CIPPA Model-based games define as three games: Charades, the Last Man Standing, and Pictionary. These games were applied to investigate the effect of using games based on CIPPA Model on improving sixth grade students' vocabulary learning.

“Vocabulary learning” used in this study refers to vocabulary teaching and learning through games based on CIPPA Model. The students should know the meaning of the words, pronounce and use the words to make sentences correctly.

“Satisfaction” means the students' perceptions towards applying games based on CIPPA Model for teaching vocabulary.

“Sixth grade students” in this research means 15 students from Grade 6/1 as the sample group of Buriram Rajabhat University Demonstration School. These students had studied in the second semester of the academic year 2020.

“Young learners” in this study refers to children aged between six or seven years old who are in the first year of schooling to twelve years old of age. Young learners, in this way, are the sixth graders as the sample group.

1.7 Theoretical Framework

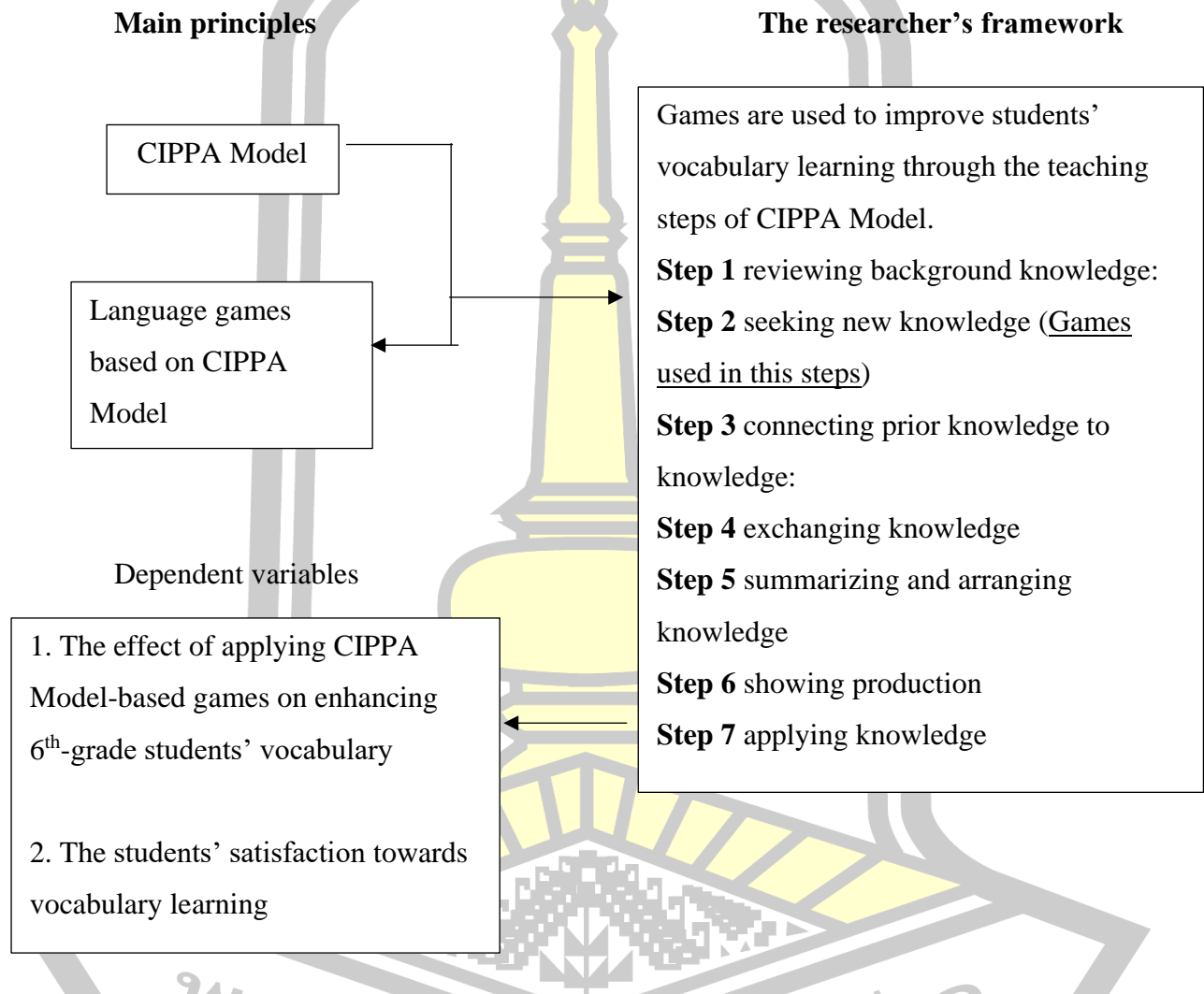
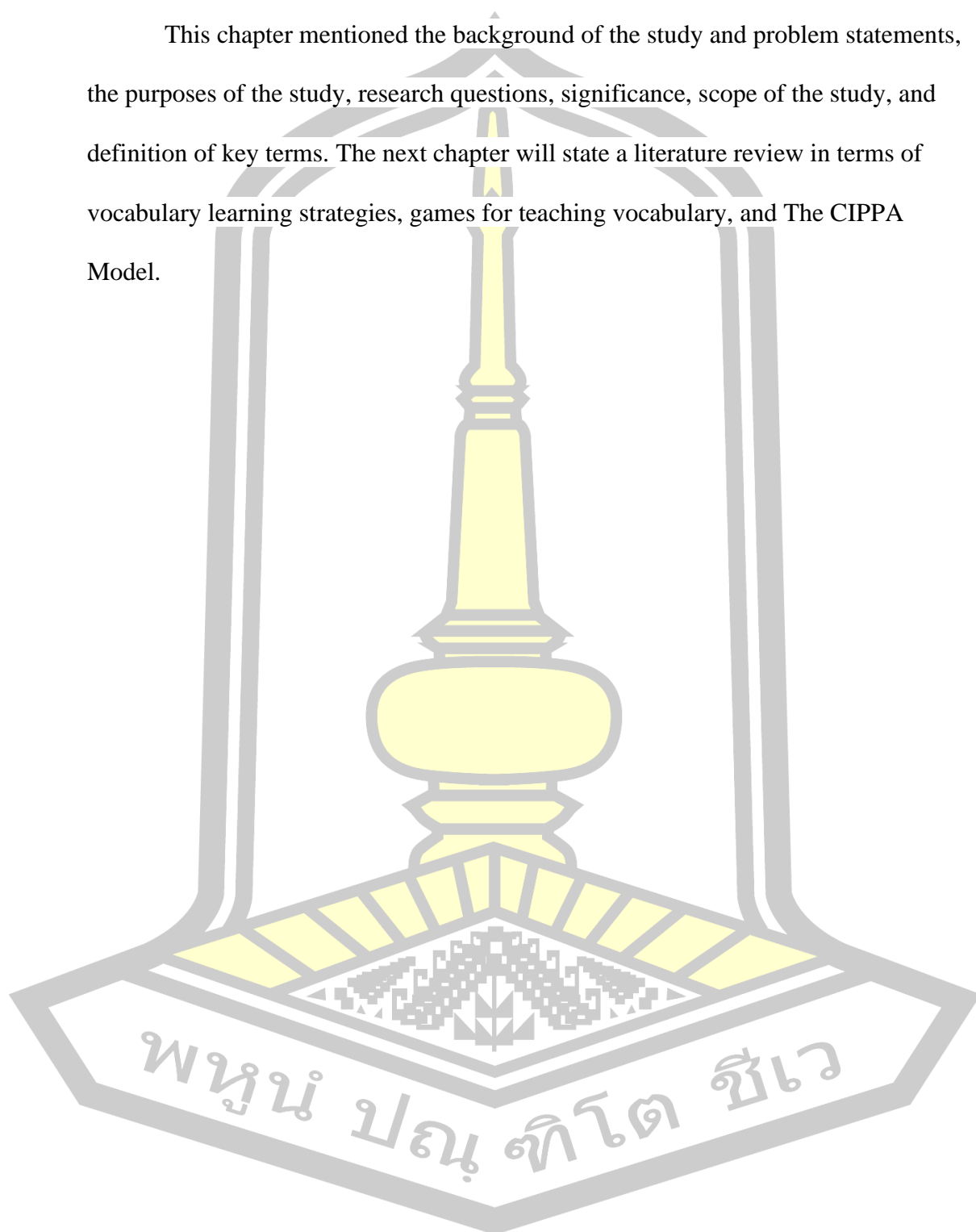


Figure 1 Theoretical Framework

1.8 Summary of the Chapter

This chapter mentioned the background of the study and problem statements, the purposes of the study, research questions, significance, scope of the study, and definition of key terms. The next chapter will state a literature review in terms of vocabulary learning strategies, games for teaching vocabulary, and The CIPPA Model.



CHAPTER 2

LITERATURE REVIEW

The objective of this chapter provided information regarding this study which was obtained from reviewing of related literature and previous studies. The first section mentioned the concept of CIPPA Model-based games. Secondly, it was related to the concept of the CIPPA Model. Next, the definition of vocabulary was presented. After that, it concerned using CIPPA Model-based games in teaching vocabulary. Lastly, the theoretical framework was demonstrated.

2.1 Definition of Vocabulary

Many second language acquisition researchers and scholars have defined the meaning of vocabulary. Words are recognized as the building blocks of language (Webb & Nation, 2017). They are crucial components of listening, speaking, reading and writing in almost every aspect of our lives. If we do not know some words that we encounter, we may be unable to understand what we hear or read. Similarly, “Without grammar, very little can be conveyed. Without vocabulary, nothing can be conveyed” (Wilkins, 1972). Vocabulary is one element that connects the four skills of speaking, listening, reading and writing all together with its definition relates to various views about its nature and its use (Darfilal, 2017). In Prachanant (2006)’s conclusion, a vocabulary was a total number of words with rules for combining them to make up a language. Octaviany (2007) stated that vocabulary was one of the language factors which students have to master for learning a new language. Vocabulary is in oral and print forms: the former refers to words used and recognized in speaking and listening, and the latter denotes all words recognized in reading and writing.

Knowing a word is categorized as receptive (listening and reading) and productive (speaking and writing) (Darfilal, 2017). Receptive vocabulary identifies language items that can be recognized and understood in the context of reading or listening. The receptive vocabulary is the words that students can be organized when they are heard, and they are expected to be able to distinguish a word that has a similar sound. Vocabulary to be investigated in this study will be receptive vocabulary which is important for students' communication skills, and then can be developed into productive vocabulary. Productive vocabulary refers to a language component that learners use in speaking and writing appropriately. Therefore, it is the words that students can pronounce, spell and write. It involves how to use the words in a grammatical pattern.

2.2 Vocabulary in EFL Context

Formerly, language teachers did not realize vocabulary as a major problem to be taught separately and officially. Vocabulary was surface within lessons of speaking, listening, reading and writing instead of being a particular subject for students. As a result, few students realized the importance of vocabulary.

Darfilal (2017) discussed vocabulary teaching in EFL classes. Vocabulary teaching and learning process has been developed and gets such an importance in EFL classes recently, especially with the emergence of methods such as Competency-Based Approach and Communicative Language Teaching. Darfilal also added that learning a foreign language requires a strong knowledge of its vocabulary instead of its grammar. It is an evidence that much importance should be given to vocabulary in language learning. In addition, vocabulary should be realized as the great tool by students that they may have in hand to function in their education and their life.

In EFL setting, non-native English speakers usually experience lack of access to authentic sources for a real-life communicative purpose, which is one of the common challenges. Therefore, most of the EFL learners acquire the target language in real-world setting very little (Avci & Adiguzel, 2017). According to Cabrera et al. (2018), fluency and accuracy are important aspects to be developed regarding second and foreign language vocabulary acquisition. To have a deep understanding of academic vocabulary in order to comprehend new concepts and communicate what we know is important for students. Therefore, the acquisition of appropriate vocabulary is the core for successful language use.

Thailand is a non-native country, just as Indonesia. In Thailand, English is taught as a foreign language (EFL), not as a second language (L2). There is a problem that most of the students is not familiar with English, and it is the challenge for Thai teachers to provide the best strategy or media for English learning, especially in primary levels. Octaberlina and Anggarini (2020) identified that nine students in the third grade with different proficiency in an Islamic elementary school had difficulty in understanding the texts because having a lack of vocabulary, long texts, and limited time to analyze the text in answering the question. Chanaroke and Niemprapan (2020) observed the current issues of teaching English in Thai context. The author gathered the current issues and commented on what was happening in teaching and learning English in Thailand in various dimensions. Obviously, it was extremely difficult for Thai learners to master English language in terms of speaking and listening. This was because the teaching materials in the classroom was mostly Thai and many teachers teaching English to Thai learners were mainly non-native speakers in all levels of education. Also, some teachers had insufficient English language skills and cultural

knowledge. In addition, the university entrance examination systems which only examined reading skills and grammar knowledge have led to a shortage of other skills in the classroom, especially the productive skills of writing and speaking. These mentioned barriers seem to be relevant to Lohatepanont (2017)'s point of view, poor English language teaching, education inequality and inequality in higher education in Thai education required transformation. Traditionally, Thai EFL teachers applied the grammar-translation and audiolingual methods in English classroom. These methods were out and led to the use of unnatural language and create the failure of interaction in the language classroom. To solve this problem, Thai teachers should gradually try to change the interaction in their classrooms that is mostly teacher-based to become learners-centered by implementing communicative activities in those classrooms. Students should be allowed to have interaction with their friends naturally as learners-based approach. Taladngoen (2019) claimed that the reformation of a new English instruction policy in the basic education system in 2017 transformed the grammar-translation to CLT, starting from listening, speaking, reading, and writing respectively.

Regarding another teaching EFL in Thailand context, Binmadnee et al. (2018) examined the problem and the solution of English studying in the upper-secondary Islamic private school Students in three southern border provinces and the solution in English teaching and learning. The research revealed that the least problem was teachers' personality and the least treatment was instruction media. The most serious problem of the research was curriculum, particular the content, which was not related and corresponded with students' aptitude. From Binmadnee et al. (2018)'s point of view, the person who plays a vital role in learners-centered English teaching is the

sole teacher Therefore, the teacher needs to understand learners-based teaching strategies definitely.

In this current study, CIPPA Model can be a common method to teach vocabulary because it is a student-centered approach. It helps students construct their own knowledge from surrounding environment and apply knowledge in real world. For example, in the stage of connection of prior knowledge and new knowledge, games can be used to introduce vocabulary through interaction, physical participation, gestures and thinking process.

2.3 Importance of Vocabulary Learning

There are many experts mentioning the competence in using vocabulary that affects communicative language skills. If learners do not have enough vocabulary knowledge, they may not be able to use the language for communication (Wallace, 1982; McCarthy, 1990; Nation, 2001). Nation (1990) cited that EFL learners required around 2,000 high productive frequency words with the strategies to deal with the low-frequency words they meet. These words are called “a general service vocabulary”. This vocabulary typically covers 80% of the running words of academic texts and newspapers and about 90% of conversations and novels. Pronunciation, spelling, structure, and vocabulary are some elements of the English language that learners need to pay attention to. Students must know the vocabulary of the language such as a list of words with their meaning because it supports their skill of improvement to master English skills (Linse & Nunan, 2005). That is why vocabulary teaching gets such an importance to young learners. An influential way to develop students’ language skills that cover cognitive, affective, and behavior is vocabulary teaching and vocabulary learning (Asyiah, 2017). Moreover, it is seen most effective

to improve students' cognitive skills relating to how students remember, understand, and to apply the vocabulary in daily communication. If students lack of enough vocabulary, they are not able to master a language (Apdy & Asrifan, 2019).

Therefore, vocabulary is a significant factor in developing mastery of the four skills of English. Vocabulary is usually a major element of languages.

2.4 Purposes of Vocabulary Learning

It is generally known that vocabulary learning is important for ELF learners as a basic factor that associates reading skills. They need enough vocabulary so that they can understand the meaning of messages. The objectives of vocabulary learning are to help learners understand basic grammatical structures and allow students to understand relationships between new words and their contextual framing so that learners acquire the new words' meaning (Aebersold & Field, 1998; Prachanant, 2006). Learning vocabulary helps learners in the mastery of a language and understand basic syntactic rules. Even though students can produce correct grammatical sentences, communication may not be effective if a learner does not know the needed vocabulary to convey information. Actually, students will speak vocabulary in actual practices, rather than grammatical forms. Students need to learn more unfamiliar words, and teachers will have the responsibilities to find out the best approach for teaching vocabulary. Moreover, they should help students retain new words and apply them to any situation properly.

The purpose of vocabulary learning as vocabulary acquisition takes a vital position in the learned reading process. Pan (2017) emphasized that once core vocabulary transfers to sight words in students' mind, they will achieve reading comprehension. In other words, vocabulary is a key component of reading

comprehension. Lexical transfer is advantageous for the process of learning words with L2 translation. On the other hand, Liu and Zhang (2018) suggested that teaching vocabulary would not guarantee success in reading, just as learning to read words would not guarantee success in reading. However, many researchers accept that lacking adequate vocabulary will ensure failures.

2.5 Selection of Vocabulary for Teaching

The selection of vocabulary for teaching should be focused on words that are closely relevant to students' experience, especially young learner teachers. The heart of teaching vocabulary is to help students be able to apply the vocabulary learned to real situations they encounter.

Good teachers consider their students' learning propose when words for vocabulary instruction (Nation, 2013). If the aim of teaching vocabulary is to engage in general conversation, teachers should draw students' attention to high and mid-frequency words. Nation (2013) mentioned English vocabulary can be divided into different 1,000-word levels based on their frequency and range. The more the 1000-word levels are from the 1st 1,000-word levels, the less frequent and useful the words become. Words at the 1st and 2nd 1,000-word levels (e.g., good, match) are considered to be high-frequency words. The 3rd-9th 1000-word levels (e.g., significant, skip) are taken as mid-frequency words. Words that are beyond the 9th 1,000-word levels (e.g., gloat, petunia) are considered to be low-frequency words. Good vocabulary teachers give an importance on high and mid-frequency words; however, they should not pay most attention to low-frequency words. In contrast, teachers should teach students learning strategies in order to handle low-frequency words themselves.

Mackey (1997) proposed five principles for selecting vocabulary for teaching of which teachers should be aware. First, “frequency” means vocabulary that frequently appears in books; they are vocabulary that students must know. It is, therefore, necessary to be taught for students to know and use correctly. Second, “range” means the high frequency of words from various books. Words that can be obtained from many sources would be more important than those found in a sole single book. Third, “availability” refers to considering the situation in which the vocabulary is used, not only frequency, such as “blackboard” used by teachers in classrooms although the word does not appear elsewhere very often. Fourth, “coverage” refers to words that have more than one meaning or can replace other words (synonym). Finally, “learnability” refers to words that can be learned easily such as those that are similar to the original language providing clear meaning, being short and easy to remember.

2.6 Teaching Vocabulary to Young Learners

Teaching young learners is very difficult compared with teaching teenagers or adults as young learners get bored very fast. Like any other children, Thai learners acquire new foreign languages easily, but they get bored very fast if the teacher is teaching them using the old conventional methods or techniques. Teachers should come up with interesting and attractive ways to teach and motivate their students (Bakhsh, 2016). According to Brumfit et al. (1991), the teacher needed to convey the language and its culture to children at an early age because they would grow up with tolerance and understanding for others. There are four things that teachers need to keep in mind while teaching English to young learners beside knowledge and skills (Bakhsh, 2016). Teachers must be aware of how their students learn and think. Also, teachers must be able to find out what children are interested in and use it for

language teaching. Moreover, teachers should be equipped to teach their young students' literacy in English and deliver the whole lesson orally. Lastly, while teaching the language, teachers should identify problems and difficulties.

To master English, children must know the vocabulary of the language such as a list of words with their meaning because it promotes their skills' improvement (Linse & Nunan, 2005). Gruss (2016) claimed that young learners learnt the language beginning from single words going upwards to entire sentences. Learners explore syntactic rules by learning new words and observing how they function next to one another in sentences. This is evident that vocabulary is a profound basis for young learners to learn grammatical structures in higher levels.

Teachers should have the important role to build children's vocabularies. The factors in teaching such as methods, strategies, techniques and materials should be used so that the teacher can convey the materials well in accordance with children's characteristics. Some possible common techniques can be used in language classroom. Techniques in presenting is an important stage that students are introduced with new words. English teachers should know the techniques of teaching vocabulary which are suitable for the students. Another stage is techniques in practicing that helps students remember words in long term memory. Lastly, media is an effective tool in teaching and learning process. Often, it is used to attract the students' attention and deliver the information easily, especially to young learners. Teachers of young learners have to use some visuals in their teaching activities to facilitate their teaching. Lelawati et al. (2019) conducted research on the teaching of English vocabulary to young learners and proposed techniques used by the teacher in teaching vocabulary. Listen and Do was a common technique that used by teachers. In this

activity, the teacher gave instruction and the students did what the teacher said. Listen and Repeat technique was used to introduce new vocabulary. In this technique, students were asked to repeat after words by the teacher. The words were read slowly and repeatedly, so the students could follow well. Modeling and Demonstration technique was only used by the teacher when teaching how to say something. For instance, the teacher gave an example how to pronounce words and the students followed her. Children are great imitators. They naturally catch everything they see and hear including how the teacher speaks the language. To make student more active and check their ready before starting a lesson was called Question and Answer. This technique was usually used by teachers. The questions that were given by the teacher successfully awakened the students' motivation to find the answers of the questions. The use of games was proposed to make students keep words in their mind easily. They looked happy and fun when playing games. They liked to move their bodies, share idea and have interaction with their friends. Singing songs technique was adopted by the teacher to make the students enjoy the English learning. The use of songs was good concept to make them enjoy because children have short attention. From Lelawati et al. (2019)'s observation, the teachers at SDN Padasuka 2 Soreang in Indonesia taught vocabulary by using many techniques such as; listen and do, listen and repeat, question and answer, in pair or group discussion, modeling and demonstration, concept mapping, brainstorming, outdoor activity and other techniques. For presenting new vocabulary to young learners, using flashcards and miming were preferred by the teacher.

2.7 Vocabulary Teaching Techniques

There are several approaches and methods that could be used to teach English vocabulary to young learners. Using real objects is a good way to learn vocabularies of the language that children could visualize. Another method is the direct method that translation and using mother tongue is prohibited. The complete sentences in the target language are the only thing used in the classroom. The Total Physical Response (TPR) is used by lots of teachers because children are hyper, physically active and could not concentrate for a long time. However, younger learners learn vocabularies very fast if the teacher use this method that includes games and a variety of activities. In addition, Communicative Language Teaching (CLT) that teachers of young learners stress language meaning in context encourages students to communicate.

Teaching vocabulary sometimes helps students improve reading comprehension. As Pan (2017)'s stated, vocabulary was vital for comprehending texts. Reading comprehension and vocabulary are strongly correlated (Seifert et al., 2017). If students have limited vocabulary knowledge, it hinders them from comprehending a text. Therefore, a primary task for teachers is to enhance students' vocabulary items. There are some techniques which assist students to acquire most important and frequently used words. Saying the word out loud encourages students' memory with it. Once, students are familiar with these words, exercises can be given to speed up recognition of them, and they can become sight vocabulary eventually, which will lead to more fluent reading (Schmitt & Schmitt, 2020). Another way is emphasizing learning from context to consolidate words in students' memory. Students do this by making correlations between a new word and the text in which it appears. "Gaining more comprehension of a word's meanings and functions by

seeing it several times in different contexts.” (Nation, 1994). The use of prefixes, suffixes, and roots, to determine the meanings of words aid students in expanding the number of their vocabulary and establish the words more deeply in the brain (Nation, 1990). For example, medical texts often appear words that use the same word parts repeatedly, such as “ology” in “cardiology”, “radiology”, “ophthalmology”, “genecology”, and “dermatology.” It is known that “-ology” means a branch of knowledge. This can help students recognize these words in context and add to their comprehension of them.

Games are often used by teachers to assist young learners during their language learning. The use of games makes classes entertaining and sustain students’ interest and effort. In EFL classrooms, games affect students’ anxiety decrease towards language learning (Gozcu & Caganaga, 2016). Perveen et al. (2016) stated that vocabulary learning language games helped and encouraged ESL learners to sustain their interest. Through games, young learners could interact, discover, and experiment with their surroundings They can enhance students’ motivation and provide an incentive and stimulus to use the language.

2.8 Assessing Vocabulary

Language teachers often use appropriate test formats for successful vocabulary assessment. Coombe (2011) proposed three main issues that teachers should consider when selecting a test format. First, test validity involved a test which accurately measures what it is supposed to measure. Validity gave meaning to the test scores. There was a connection between test performance and student’s knowledge domain according to validity evidence. Therefore, teachers should select things that students have had experience with. Another issue was practicality. It meant teachers should

select formats that are easy to mark and give results that are easy to interpret.

Washback was a final issue. The formats that teachers use should have a positive washback on teaching and learning. Positive washback encourages teachers to design effective assessment-based instruction leading to students' learning and goal achieving.

Coombe (2011) suggested that teachers should decide whether they want to test vocabulary in particular or assess it on writing or speaking. For discrete vocabulary test, recognition or production was the first thing to be determined for assessing vocabulary. Multiple-choice questions (MCQs) and matching were common test formats for vocabulary recognition assessment.

MCQs are one of the most common formats as professionally-developed language tests. The tests are widely used to assess recognition and comprehension (Coombe et al., 2007). There are four advantages of applying MCQs. First, they are reliable. If the tests are well-written, there is only one correct answer. Another advantage is that MCQs are easy and quick to mark, which get involved "practicality" in language assessment. Next, they can be used to test knowledge at various levels from beginner to advanced. Finally, students from most parts of the world are familiar with this format. There is a disadvantage of using MCQs, however. MCQs cannot assess productive language skills or communicative skills. Coombe (2011) argued that teachers used the MCQ format to assess vocabulary knowledge in many ways such as synonym recognition, definition, meaning in context and odd one out. Nevertheless, some of disadvantages of MCQs can be found (Riabtseva et al., 2004). There are a number of arguments with the use of the format. First, if a student misunderstands an MCQ item because of some flow in the question, the answer sheet on which the

answer was written down will not reveal this fact. In addition, teachers would not know whether the student's failure was due to lack of knowledge about the question or lack of comprehension of the question. Next, MCQs take much time and more difficult to write than open-ended questions (e.g., compositions). A large number of items must be written carefully and have to be piloted or tried out before using in a formal examination.

Another common objective format is matching. Matching questions usually show two columns of information. Students will find the matches between the two columns. Items in the left-hand column are called "premises" and the items in the right-hand column are called "options". Matching tests should have more distractors than MCQs. Matching item formats are very popular for teachers as they are generally easier to write than MCQs. If they are being used on vocabulary tests, the following guidelines should be considered (Coombe et al., 2007): adding more options than premises, numbering the options and lettering the premises, making options shorter than premises and relating options and premises to one central theme. In addition, teachers have students write the letter of the correct answer in the blank provided.

2.9 CIPPA Model's Principles and Characteristics

At present, learners-based learning plays a vital role in learning management both in Thailand and foreign countries. This concept gives an importance to learning by doing that students learn by themselves on a variety of activities, have participation in classrooms and cooperative learning to promote their own knowledge, capability and potential.

CIPPA Model is a learner-centered instructional model which is developed by Associate Professor Dr. Tissana Khemmani, an instructor at the Faculty of Education

at Chulalongkorn University, from her 30-year pedagogical experience and educational theories. There are five main principles for teaching as follows: constructivism, interaction, participation, process learning and application (Khemmani, 1999). The word CIPPA stands for the principles. The first letter C means “Constructivism” which refers to knowledge construction according to Constructivism Theory. In other words, good learning activities should encourage students to construct their knowledge by themselves with teachers’ assistance by using seeking knowledge process, critical thinking, interpretation and etc. Next, the letter I is “interaction” that students have communicate with others or the surrounding environment. They learn from each other and share their ideas and experiences. It allows students to have social participation. The first letter P is “Physical Participation” which makes students play a role and participate in the learning process mostly. The second letter P is “Process Learning” which gives students an opportunity to learn necessary processes for living such as seeking knowledge, analytical thinking, problem-solving and etc. Learning these processes is as important as learning contents. Lastly, the letter A stands for “Application” that students apply knowledge in everyday life.

There are seven teaching steps according to CIPPA Model’s principles (Khemmani, 2011; p.283-284). The first step is “reviewing background knowledge” that is eliciting prior knowledge of students to learned content. The second step is “seeking new knowledge”. Students seek new information from resources for which teachers prepare or giving guidance for the source of information. Thirdly, “connecting prior knowledge and new knowledge” is that students have to study and link gained information. They also have to interpret data or new experiences by using

various processes by themselves. Fourth, “exchanging knowledge with the group” is to examine cognition with ones’ group. Fifth, students summarize the whole gained knowledge and rearrange new ones to help them remember information. This process is called “summarizing and arranging knowledge”. Sixth, students display their creative knowledge to their classmates. Seventh, “applying knowledge” is the application of knowledge to different situations.

The salient characteristics of CIPPA Model are presented from previous researchers. Chantasen (2012) mentioned the outcomes of learning activities on My Health by using CIPPA Model that gives students an opportunity to interact with others and surrounding environment widely and apply knowledge in their everyday life. The result showed that students can practice teamwork and responsibility. Based on John Dewey’s learning by doing theory, Khemmani (2011) cited that learning by doing various activities provides direct experience and more sustainable knowledge than lecture method or passive learning. Pavatho (2009) conducted research on the effect of CIPPA instructional Model for enhancing 5th-grade students’ achievement. The findings revealed that the students had an opportunity to experience from actual practice, construct knowledge by themselves, interact with the teacher and their friends, discuss and share ideas and finally were able to present learning outcomes.

There are some limitations of CIPPA Model from previous research. One of the characteristics of CIPPA Model is cooperative learning which can be a problem in classrooms. Problems in small group learning are often found in objective descriptions and low responsibility of some group members. High-achievement students may not teach low-achievement students, but they will do most of their work. High-ability students unlikely agree with the self-learning method and did not like

group activities. They propose that cooperative learning affects low-achievement students not to develop themselves, and the workload goes to the group. To solve this problem, teachers should clearly explain processes in doing activities including students' roles and responsibility in their groups.

In conclusion, CIPPA Model is learning management that students are centered in learning, suitable for students' competence and building interest. It allows students to learn by doing. They will practice thinking, exploring, collecting data, and creative thinking. All of these give them a chance to self-learning.

2.10 CIPPA Model-Based Games and Major Principles

Teachers of young learners should find suitable teaching methods that go along with students because young learners get bored very fast when learning for a long time. One of the methods to teach vocabulary to young learners is using games that must be used to avoid boredom in the classroom.

CIPPA Model-based games are the integration of vocabulary games and CIPPA Model in teaching vocabulary to elementary students. The principles of CIPPA Model and games are combined to enhance learners' vocabulary learning. Through CIPPA Model-based games, students can learn vocabulary effectively without boredom and remember words easily. In addition, students are able to create knowledge by themselves, search for knowledge and interact with groups. From Camhongsa and Youpensuk (2020)'s observation of learning management by using CIPPA Model, 4th grade students were more active in teaching activities such as self-research, teamwork, knowledge creation by themselves, especially in the final step organizing knowledge. Rungkarat (2017) integrated CIPPA Model with Multimedia for developing learning achievement and analytical thinking for secondary students. It

revealed that the students did study by themselves for both individual and group activities. In addition, they participated in learning more actively and exchanged knowledge with their groups.

2.11 Parameter for Selection of Games

Choosing appropriate games that suit their students' abilities and prior knowledge such as numbers of students, levels of learners and their background is very important. Darfilal (2017) suggested how teachers selected good games to use in a language classroom. A good game should: 1) be more than just fun 2) correspond the students' age, level and the materials to be introduced 3) involve friendly competition 4) be suitable for their experience 5) encourage students to focus on the use of the language rather than on the language itself 6) keep students involved and interested 7) include various topics to be practiced 8) give students a chance to entertain, learn and practice a specific language material 9) not be too complicated. In addition, Uberman (1998) pointed out that games must suit either the student's level or age and to the materials that are to be introduced or practiced. Topics, materials and modes of games are different in age groups. For example, children take an advantage of games which require moving around, imitating a model and competing between groups.

Besides the maturity, game playing experience and language level of learners and the purpose of the game should be necessarily taken into account when selecting which game to be used. Teachers also need to think about classroom environment such as space, risk factors and materials available as well as the characteristics of the students involved (e.g., are students serious-minded or light-hearted? Are they tired or wide awake?). It seems to be important for teachers to examine whether the game is

being used to make lessons more fun or enjoyable, in an aspect of avoiding boredom, or whether it is being used for pedagogical purpose (e.g., to introduce, revise or practice a specific element of grammar or vocabulary). If it is the first thing mentioned, games could be used as a reward or to relieve students' boredom, yet still have a learning focus. If it is the latter, the game should contain an element of fun, and the learning goal of the game should be made explicit (A great place to learn about second language teaching and learning).

2.12 Games for Teaching Vocabulary to Young Learners

During young learners' language learning, games can be used to assist them. Games make classes entertaining and sustain effort and interest. There are three games that can be used to teach vocabulary: Charades, Last Man Standing, and Pictionary (Bakhsh, 2016).

The first game is called "Charades". Students will be divided into two teams. Both teams sit on the opposite sides of the classrooms. Two chairs will be placed in the middle of the class so that whoever sits on the chair will face her or his team and the board must be behind them. Then, their teacher writes a word on the board, but the student on the chair will not see it. Each team will have one minute after signaling the beginning of the game. The other students are allowed to use verbs so that their seated teammates can guess the word written on the board. They must not say the exact word written on the board.

The second game is "Last Man Standing". This game is fast-paced but allows students some time to think. It also encourages collaborative learning, which is one of the principal theories in creating the CIPPA Model, as students will pick up on words that they hear others speaking. To play this game, students have to stand up in a

Circle, one of them will grab a ball. A topic will be given to the children such as things found in a kitchen, food, jobs, fruit, and so on. After that, the first student in the circle will have to give a word related to the topic while tossing the ball at a student. The students who cannot say a new word or repeat the words of the last student have to take a seat. The last student standing will be declared the winner.

The last game to be discussed is called “Pictionary” known as the drawing game. This game can be used to teach vocabulary to young learners. Teachers divide the class into two teams and have one student from both teams come to the board on which the teacher will give out a word or phrase for the students to be drawn as a clue. Alternatively, teachers can write words on slips of paper for students to choose from. The student must convey the word to his or her team using only drawings. The team who can guess the word will get the point. The student drawing the picture cannot use words, symbols, or hand gestures. Teachers should limit time to three minutes maximum.

2.13 Previous studies on CIPPA Model for Teaching Vocabulary

Although CIPPA Model is used to improve students’ achievement, thinking process and some skills of English such as reading and writing, there are few studies that examined the effect of CIPPA Model on vocabulary learning.

Manoo (2019) concluded that the activities package according to CIPPA Model had an effect on students’ achievement that was higher after the study. The purposes of this research were to study the learning outcome of the foreign language in aspects of achievement, language skills, group process skills, discipline and learning satisfaction and to compare the learning outcome in an aspect of achievement before and after learning. The sample was 23 students in 6th grade at Anuban Phasing

School in the second semester of the academic year 2019 selected by simple random sampling technique. The instruments of the study were lesson plans, activities packages, the English achievement test, the English language skill evaluation form, the group process skill evaluation form, and the discipline evaluation form. The data were statistically analyzed by percentage, standard deviation, and t-test for dependent samples. The findings of the study found that the activities package of the CIPPA Instructional model improved the students' achievement. CIPPA Model encouraged the learners to arrange learning and thing process step by step.

Hankamen (2018) explored the effect of English reading packages using the CIRC technique in conjunction with the CIPPA MODEL on reading comprehension, analytical thinking, and learning achievement for students in 7th grade. The study aimed at developing English packages using CIRC technique in conjunction with CIPPA Model to meet the required efficiency of 80/80, comparing students' English reading comprehension ability and analytical thinking and comparing students' learning achievement. Seven English reading packages using CIRC technique in conjunction with CIPPA Model, reading comprehension test, analytical thinking assessment form, and learning achievement test were used for data collection. The results showed that the efficiency of the English reading packages through the CIRC technique under the CIPPA Model was 85.31/82.49, which was above 80/80 standard criteria. The students' analytical thinking and learning achievement were higher than before learning at statistical significance level of .05. The reading packages developed by CIRC technique and CIPPA Model made students have higher analytical thinking and learning achievement.

Niampiam (2017) investigated the efficiency of instructional package by using CIPPA Model for enhancing reading comprehension for 5th-grade students. The sample was 32 students in the academic year 2018 of Bowittayabangrakam School under the office of Phitsanulok Primary Educational Service Area 1. The instruments of the study were the reading comprehension test and the instructional package by using CIPPA Model. The collected data were analyzed by using percentage, mean and standard deviation and dependent t-test. It found that the efficiency of the treatment was 86.77/88.59. In addition, the students' reading comprehension through the instructional package constructed was higher than before learning at statistical significance .05.

Chomrit (2017) explored the effect of CIPPA Model on English vocabulary of 5th-grade students. The findings revealed the efficiency of lesson plans was at 81.81/83.91, which was compared with the standard criteria at 80/80. Matchim (2015) conducted a research project on the effect of learning management through English vocabulary writing exercises and CIPPA Model for 4th students. The findings indicated that the efficiency of lesson plans was at 83.67/85.38, which was higher than the criteria of 80/80. In an aspect of improving writing ability, it was evident that CIPPA Model was effective in writing instruction.

Ravichai (2014) indicated that the efficiency of CIPPA learning management through vocabulary reading packages on Farm World unit for 3rd-grade students was 77.53/77.71, which was higher than the standard criteria 70/70. Kaewsanga (2012) claimed that the efficiency of vocabulary supplementary exercises together with CIPPA Model for 4th-grade students was 89.41/87.26, which was higher than the expected standard 75/75

2.14 Summary of the Chapter

In conclusion, the second chapter dealt with a literature review of teaching English vocabulary to young learners by using CIPPA Model-based games. The first topic discussed the introduction of CIPPA Model-based games and the concepts of the CIPPA Model about constructivism, interaction, physical participation, process learning, and application that will be used as a tool in teaching vocabulary to students. The second topic mentioned the meaning of vocabulary, the importance of vocabulary learning among young learners, types of vocabulary in aspects of the receptive and productive process, purposes of vocabulary, and how to select vocabulary for teaching students. After that, vocabulary instruction through games based on CIPPA Model was discussed. Not only fun but also a communicative supporting atmosphere. The third topic explained the definition of CIPPA Model-based games in teaching vocabulary and in what way using them is helpful. The author also described the types of games used in the study. The fourth part mentioned research studies on CIPPA Model and vocabulary learning in a global context. Lastly, the theoretical framework informed how the researcher will go for his study. The next chapter will examine the methodology, research instruments, data collection and data analysis, and statistics used in the study.



CHAPTER 3

METHODOLOGY

To explore the effectiveness of learning vocabulary through CIPPA Model and the games selected, it is necessary to know how students' experiences help with their learning and what progress they gain. To fulfill the goal, this chapter discussed participants and samples, research instruments and their quality, data collection and data analysis.

3.1 Participants and Setting

Buriram Rajabhat University Demonstration School is an elementary school located in Buriram Province, Muang Buriram, Thailand. At school, English is taught as a foreign language, not as a second language. Then the students use the first language more than English. This causes a problem that most of the students are not familiar with English. The participants were 6th-grade students of Buriram Rajabhat University Demonstration School, totaling 72 people from three classrooms. A classroom of 15 students from three classrooms was selected by using purposive sampling technique.

As an English teacher at BRUDS school, it found that the 6th-graders encountered some vocabulary problems. The students could not remember words that they had learnt in the classroom. Therefore, they possibly neither understand what people say in English nor the meaning of texts on English tests, especially English O-Net Test. The researcher found that most of the teachers used translation and repetition methods which failed to promote student's vocabulary learning. This approach affected students' vocabulary retention and boredom in learning vocabulary.

In addition, the translation and repetition method made language learning experience uninspiring and boring. 11-12-year-old learners get bored very fast if the teacher is teaching them using the out-of-date methods and techniques. Grammar-translation method is behind the times that no children love or want to acknowledge since this method has been considered outdated and ineffective to be used in modern language teaching. It is said that grammar-translation method is an old approach which was originally used to teach dead languages such as Latin and Ancient Greek.

The researcher selected the classroom of 15 students because it was most convenient to gather data. However, the other classrooms had 27 and 30 students respectively. In addition, the researcher used purposive sampling technique because there were three classrooms.

3.2 Research instruments

A pretest and a posttest, and a questionnaire were used for data collection. The pretest and the posttest were used before and after the experiment as the same test. Some of the items of the posttest were shifted at the end of experiment. One week after vocabulary instruction, the researcher gave out the posttest to the sample. In addition, the posttest was called the vocabulary achievement test used to assess students' vocabulary knowledge. The details of each instrument and how they were developed were briefly described as follows.

The test formats were multiple-choice questions and word writing with 40 items and were examined the content validity by three experts. The quality of the test was analyzed by using Index of Item-Objective Congruence (IOC), and the items were compared with the criteria of Learning Area of Foreign Languages (learning strands and learning indicators) according to the Basic Education Core Curriculum

B.E. 2551 (A.D.2008). The researcher developed the test according to the following steps. First, the researcher studied the curriculum of the English subject of 6th graders and vocabulary for this level. Second, the researcher constructed the test which comprised 40 items of multiple-choice questions to assess English vocabulary achievement based on the words taught. The three sub-criteria for assessing vocabulary knowledge were used to develop the pretest and the posttest: 1) recognition of a word 2) association, knowing the meaning of a word and 3) collocation, being able to put a word in a context (Nation, 2001; p.43). Third, the items of the test were looked into and revised by the thesis advisor before handing them to the three experts to examine the content validity by using IOC. The interpretation of the IOC is presented below:

+1 = It is certain that lesson plans' contents are coincident with objectives.

0 = It is uncertain that lesson plans' contents are coincident with objectives.

-1 = It is certain that lesson plans' contents are not coincident with objectives.

The test was tried out with 10 students who studied in 6th grade and were not the selected samples at Buriram Rajabhat University Demonstration School. After that, there was item analysis after piloting the test. Each item was analyzed for the level of difficulty (p) and the discrimination power (r) with a statistical program SPSS. The difficulty value (p) on the test between 0.2-0.8 and the discrimination power (r) between 0.2-1.0 were used for the selection of test items. Finally, the researcher selected 40 items, out of 50 items, according to item analysis.

The test was comprised of three parts, and each part aimed at measuring vocabulary acquisition. In the first part, a list of a total 35 substitute words was given to the sample; 15 of which had been seen in the text. Then they were asked to mark

the words they recognized and had encountered in the text. The next part comprised 15 multiple-choice questions where the students chose the correct word to the picture. In this part, the students were asked to select the best answer that meant the picture through a choice of 4 possible answer. The third part was also in multiple-choice question format. The students were asked to choose the word to complete the gap in a sentence. 10 sentences with empty lines were provided for the students to fill in with the right word. This part was scored on meaningful context. The selection of vocabulary was conducted by systematic random sampling, 40 words of 320 words, from Projects: Play and Learn Students' Book 6 used by the 6th grade students of Buriram Rajabhat University Demonstration School.

Another instrument used in this study was questionnaires which were constructed to explore the students' satisfaction towards vocabulary learning through CIPPA model-based games. The questionnaires were written both in Thai and English to avoid misunderstanding or confusion. The major advantage of questionnaires is for gathering people's data, their behavior, experiences and social interactions, attitudes and opinions and awareness of events (McLafferty, 2003; Parfitt, 2005). Therefore, the questionnaires of this study were developed to examine the students' opinions or satisfaction towards learning vocabulary. In this study, satisfaction means perception of the students after they learned vocabulary through CIPPA Model-based games. For question formats, there were open and closed questions in the questionnaires in aspects of teaching and learning vocabulary. Closed questions were used to seek qualitative information about students' opinions towards the use of games in teaching vocabulary; for example, "games helped me remember vocabulary better", and levels of opinions (most satisfied, very satisfied, average satisfied, less satisfied and the least

satisfied). That is to say, the levels of opinions were explored by Likert Rating Scale. In addition, closed questions should be provided simple instruction to the sample on how to answer (i.e., please tick the appropriate box on how strongly you agree or disagree with the following statements). Open questions provide less structured response options than closed questions. They allow students to express their opinions and attitude independently. The researcher added open questions for in-depth responses from the sample in an aspect of qualitative research. Here are some examples of open questions used in the study; what problems did you face while learning vocabulary through games? What are your thoughts about learning vocabulary through games?

The questionnaires used in this study were divided into three parts. The first part was “Personal Information”. The samples were required to answer the questions about gender, age, and time of starting English learning. This part was in the form of a checklist. The next part was “the Statements of Opinions”. This section comprised 10 statements with Likert rating scale (five-point scale). It was to elicit the students’ satisfaction towards learning English vocabulary through games. The Likert rating scale was as follows:

5	=	“Most satisfied”
4	=	“Very satisfied”
3	=	“Average satisfied”
2	=	“Less satisfied”
1	=	“Least satisfied”

The section “additional opinions was the final part which was kind of open questions apart from Part 2. The samples could write down their own suggestions or comments. The researcher constructed and the questionnaires according to the following steps. First, the researcher reviewed the literature on how to construct effective questionnaires available for Likert rating scales and study the previous questionnaire in related research. Guidelines for designing questionnaires were used to construct the questionnaires of this study (McGuirk & O'Neill, 2016, p.10). In writing questionnaires, the author should: 1) ensure questions are relevant and understandable; 2) keep the words concise (about 20 words maximum); 3) avoid double-barreled questions; 4) avoid confusing wording; 5) Avoid leading questions; 6) order questions in a coherent and logical sequence; 7) ensure the questionnaire takes no more time to be completed; 8) begin with simple questions and place complex, reflexive or sensitive questions later in the questionnaire. Second, the researcher gathered and arranged statements regarding learning vocabulary through games into a list. Third, a draft questionnaire was developed both in Thai and English versions. Fourth, the researcher proposed the draft to the advisor before selecting 10 statements in line with the studied issues. Fifth, the draft was examined by the three experts for double-checking consistency and appropriateness. There were five scales for checking as follows (Harpe, 2015, p. 838)

Strongly agree	gives 5 scores
Agree	gives 4 scores
Uncertain	gives 3 scores
Disagree	gives 2 scores
Strongly disagree	gives 1 score

The researcher calculated the obtained data to find out the mean scores. The proper score at 3.51 or upper was selected as the questionnaire statements. The researcher revised the questionnaire if they had weaknesses according to the experts' feedbacks. Lastly, the researcher selected ten statements that met the most significant differences level .05

3.3 Data Collection Procedures

The researcher used pre-experimental method with one-group pretest posttest design. The design was shown in Figure 3.1 below (Phusee-orn, 2018).

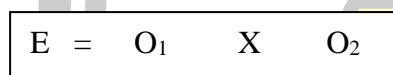


Figure 2 Research Design

As shown in Figure 3.2 above, E is experimental group, O₁ is the pretest, X is the teaching steps according to CIPPA Model and the games selected, and O₂ is the posttest respectively. To collect the data, the vocabulary achievement test and the questionnaire were used as the research instruments.

The data collection procedures demonstrated step by step. First, the researcher gave orientation to the students before doing the research project. They were informed about the purposes of the study, teacher's role, student's role, classroom regulations, learning objectives, the teaching method, and the assessment. After that, the pretest was given out to all the samples at the beginning of the study. Before teaching, the researcher would build motivation for students by greeting. Strong motivation made students become active and get ready for language learning. Second, the researcher integrated the teaching steps in the classroom. In addition, there were seven steps for teaching vocabulary based on CIPPA approach and games. In the teaching process,

first was reviewing background knowledge. The teacher raised some questions about vocabulary which students were going to learn in order to know what they knew. Second, seeking new knowledge was the presentation of new vocabulary through various materials such as flash cards (pictures and words), showing real objects, giving a clue context and etc. The materials can convey the meaning of a word and attract learners to language learning. Third, connecting prior knowledge to new information was presented through the use of selected games. Those games were in line with CIPPA principles. Through this process, students developed self-knowledge according to constructivism theory which is the heart of CIPPA Model. Fourth was exchanging knowledge. While playing games, students had chance to interact with their friends, shared their ideas and opinions and expanded their knowledge. Fifth, teachers and students summarized the effects of playing games and reviewed vocabulary learned together. This process was used for summarizing both prior and new knowledge and arranging them systematically in order to help students better remember vocabulary. After that, the assessment got started for checking students' learning progress. Assignment was provided to students for assessing their recognition and understanding of words. The assignment can be worksheets, quiz or presentation by learners. Therefore, this process was called showing production. Finally, it was knowledge application. After learning, students were able to use such vocabulary in real situation. The sample group did activities for 12 periods. Each period took one hour.

The following paragraph briefly included the characteristics of the games selected and how the researcher came up with the games for teaching vocabulary. Games make classes entertaining and sustain effort and interest. They assist young

learners during their language learning. Therefore, the researcher used games for teaching vocabulary to young learners. There were three games that the researcher selected from Bakhsh (2016)'s research: Charades, Pictionary, and Last Man Standing. These games were stated to be suitable for young learners.

Charades is one of games that can be used in teaching vocabulary. It is a silent game that one has to act out a word or a phrase without speaking while the others try to guess what the word is. The game facilitates children's emotional education. It can be used as prevention for children who experience emotional difficulties or those who appear to be slow emotional development. Based on a research, it can be concluded that Charades Game is effective in teaching vocabulary because students could understand about spelling, pronunciation and meaning and then answer the vocabulary test easily (Bafadal & Humaira, 2019). In addition, this game can build students self-confidence because it is played in groups.

Pictionary is one of guessing games that represent the picture of the word. In addition, it is known as the drawing game. Pictionary game is one of most popular games for teaching vocabulary as well. This game was developed by a man named Robert Angel when he was 24 years old (Hamer & Lely, 2019). It has become more popular since 1986 due to a meaningful tool which can be used to teach English, especially in increasing learners' vocabulary. From the information above, it can develop communication and creative thinking skills; it is suitable to promote ideas in other subject matters for visible learners. Pictionary game is a game that allows students to guess words or phrases from drawing. The game works in teams and each member of the teams takes turns to be the artist.

Last Man Standing is a fast-thinking game that influences students to be more active and creative. The characteristics of the game is a kind of mentioning word which a student who can stand up until the end of game is the winner. Last Man Standing Game is very important in language learning classrooms for many reasons. First, this game can make lessons more fun. Second, it can give more motivation while learning how to play the game. Then it can help students remember some vocabularies that is difficult to remember. There were many writers who mentioned the use of Last Man Standing Game in motivating students to learn English vocabulary. Karua (2020) claimed that the application of Last Man Standing Game could improve the 3rd grade students' vocabulary. Dhiastri (2015) stated that the use of Last Man Standing Game was effective to teach English vocabulary for the students in elementary level. Hasanah (2017) stated that Last Man Standing Game was effective to enrich students' vocabulary mastery for the students in junior high school.

At the end of vocabulary instruction, the posttest was distributed to all the samples a week after. After doing the posttest, the sample group were asked to fill out the questionnaires, focusing on their satisfaction with learning English vocabulary through games.

3.4 Data Analysis Procedures

The researcher analyzed and inferred the collected data by using the following data analysis as follows.

Pretest and Posttest Scores

In order to study the students' vocabulary learning before and after instruction, the pretest and the posttest were analyzed to find out the percentage (%), mean (\bar{X}),

standard deviation (S.D.). In addition, the effectiveness index (E.I.) was used to investigate the effect of integrating CIPPA Model and the games selected by comparing the scores from the pretest and the posttest.

Students' Perceptions toward Learning Vocabulary through Games

In order to explore the students' perceptions towards learning vocabulary through games, the data from the questionnaires were calculated for mean (\bar{X}) and standard deviation (S.D.). Therefore, the results showed as mean scores. The following criterion and interpretation illustrated below.

Criterion		Interpretation
4.51 – 5.00	means	“Most satisfied”
3.51 – 4.50	means	“Very satisfied”
2.51 – 3.50	means	“Average satisfied”
1.51 – 2.50	means	“Less satisfied”
1.00 – 1.50	means	“Least satisfied”

Frequency and percentage were used to analyze the personal data of the samples.

Additional Opinions

The data from the students' opinions and suggestions as the final part of the questionnaire were analyzed by content analysis technique to find out their satisfaction and perceptions towards learning vocabulary through games.

3.5 Statistics used in data analysis

3.8.1. Descriptive Statistics

The pretest and the posttest and the questionnaire were analyzed by using percentage, mean and standard deviation (Phusee-orn, 2018).

3.8.2. Item Analysis

The test was analyzed by using Index of item-objective congruence (IOC), difficulty index (p) and discrimination power (r) (Phusee-orn, 2018). The questionnaires were analyzed by using Cronbach's alpha coefficient (Tayraukham, 2008). The effectiveness index (E.I.) was used for analyzing how the students were successful in vocabulary learning through the use of CIPPA Model and the games selected (Goodman et al., 1980, p.30).

3.6 Summary of the Chapter

In summary, this chapter described the participants and setting, the instruments, data collection and data analysis procedures and how the researcher validated the test and the questionnaires. The experiment was proceeded deliberately and carefully with the research design. The research was conducted carefully in dealing with possible errors to validity. The instruments used in the research were approved and examined by the thesis advisor and the experts for appropriateness and consistency before piloting. In this study, the researcher used the experimental research with one-group pretest and posttest design. Descriptive statistics and item analysis were used in the research. The next chapter discussed major results found in the experiment.

พหุ ประถมศึกษา

CHAPTER 4

FINDINGS

This chapter mainly presented the results of this study in order to answer two research questions before. The results of this study were to answer the research questions as follows: 1) what is the effectiveness index of students' English vocabulary learning through games based on CIPPA Model? 2) What is the level of students' satisfaction towards CIPPA Model-Based Games. The findings derived from the test and the questionnaires. In addition, the additional opinions from the sample group were presented in this chapter.

4.1 RQ 1: What is the Effectiveness Index of Students' English Vocabulary Learning Through Games Based on CIPPA Model?

This section showed the progressive value of students' English vocabulary learning through games based on CIPPA Model. The researcher also presented total scores of the pretest and the posttest, different scores, mean (\bar{X}), standard deviation (S.D.), percentage (%) and the effectiveness index (E.I.) in Table 4.1.

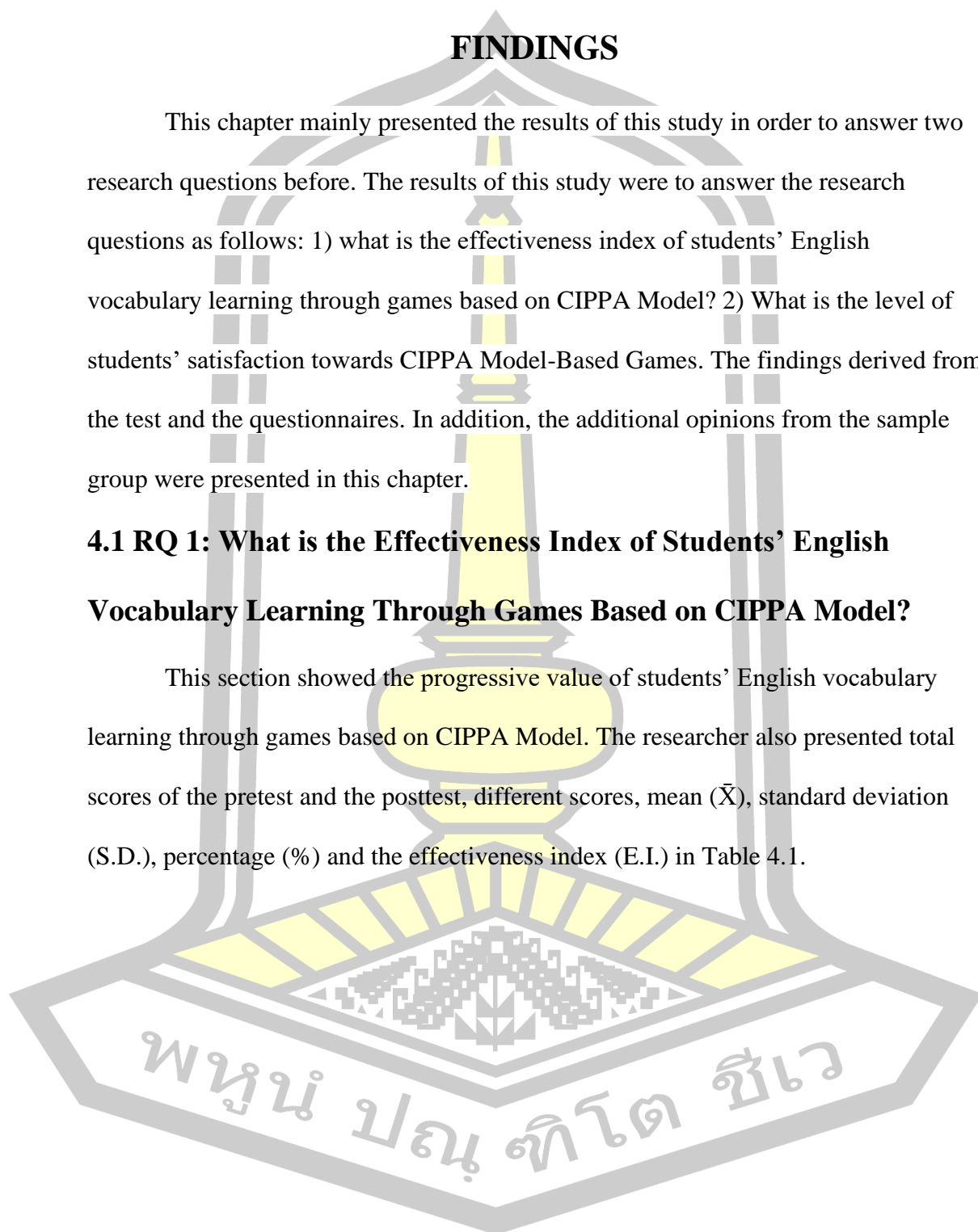


Table 1 The Pretest and the Posttest Scores

Student's Numbers	Total Scores		Differences
	Pretest (40)	Posttest (40)	
1	22	39	17
2	26	31	5
3	25	37	12
4	34	38	4
5	28	40	12
6	26	35	9
7	29	34	5
8	29	39	10
9	29	38	9
10	33	40	7
11	29	36	7
12	29	34	5
13	23	38	15
14	17	24	7
15	32	40	8
Total	411	543	132
S.D.	4.437	4.280	3.821
\bar{X}	27.40	36.20	8.80
%	68.50	90.50	22.00
E.I.	0.69		

As showed in Table 4.1, the findings revealed that the mean scores of the posttest were 36.20 which were higher than the pretest mean scores at 27.40. The total score of the pretest was at 411, and the posttest score was at 543. The different score between the posttest and the pretest was at 132. Consequently, the posttest score was much higher than the pretest score. The effectiveness index was calculated and showed 0.69 or 69%, when compared with the maximum criteria at 1.00. The percentage of the posttest score was at 90.50 which was higher than the pretest score at 68.50. It can be proven that the integration of CIPPA Model and the games selected can enhance vocabulary learning of the students.

4.2 RQ 2: What is the Level of Students' Satisfaction towards CIPPA

Model-Based Games?

This research question focuses on exploring the level of students' perceptions towards learning vocabulary through the integration of CIPPA Model and the games.

The students were asked to check 10 statements in the questionnaires according to their perceptions. Questionnaire items were rated by the students' opinions.

Table 4.2 below demonstrated the mean and standard deviation for each item of the questionnaire.

Table 2 Mean Scores and Standard Deviation of the Questionnaires

No.	Statements	N = 15 (Boys = 4, Girls = 11)			Rank
		\bar{X}	S.D.	Interpretation	
1	Games made the lessons more interesting.	4.73	.704	most satisfied	3
2	Games were suitable for my level.	4.87	.352	most satisfied	1
3	Games were relevant to the content of the lessons.	4.80	.561	most satisfied	2
4	Games encouraged me to use English more.	4.80	.561	most satisfied	2
5	Games helped me define the meaning of vocabulary.	4.87	.352	most satisfied	1
6	Games helped me work in group and learn with others.	4.80	.561	most satisfied	2
7	Games helped me to be confident to use vocabulary appropriately.	4.80	.561	most satisfied	2
8	Games helped me learn vocabulary with more enjoyment.	4.67	.617	most satisfied	4

No.	Statements	N = 15 (Boys = 4, Girls = 11)			Rank
		\bar{X}	S.D.	Interpretation	
9	Teacher should bring games to teach vocabulary.	4.80	.414	most satisfied	2
10	I think that games helped me in vocabulary learning better than repetition method.	4.67	.617	most satisfied	4
Total mean		4.78	.476	most satisfied	

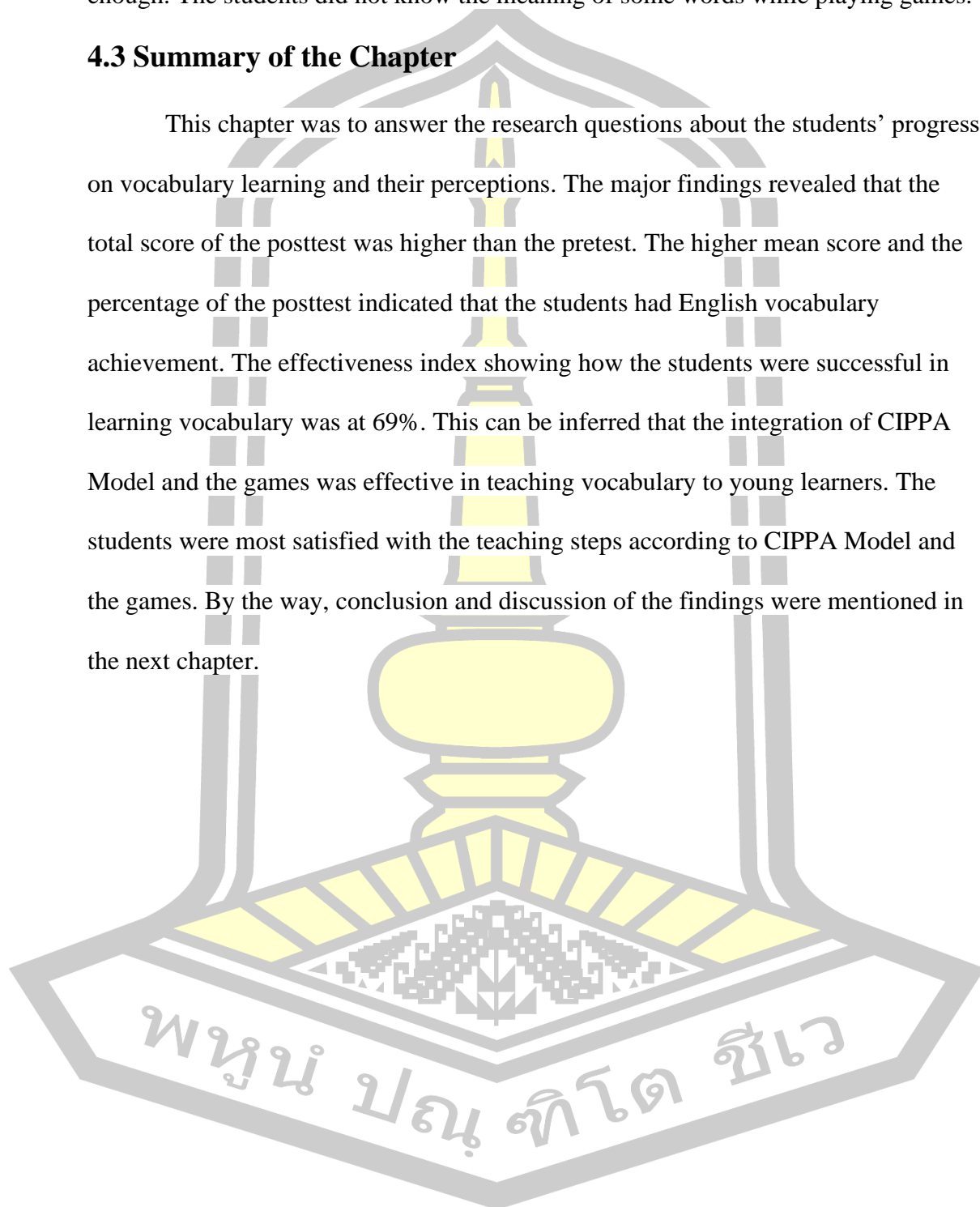
As shown in Table 4.2, it indicated that the students' satisfaction towards learning vocabulary through games based on CIPPA Model in holistic view was "most satisfied" (mean = 4.78, S.D. = .476). When considering each statement, it was found that there were two statements which were in the first rank with the highest mean scores: "games were suitable for my level" (mean = 4.87, S.D. = .352); "games helped me define the meaning of vocabulary" (mean = 4.87, S.D. = .352). On the other hand, there were five statements in the second rank with the same mean scores; that is, statements no. 3,4,6,7 and 9 ($\bar{X} = 4.80$, S.D. = .561). The lowest mean scores were no.8 and no.10 ($\bar{X} = 4.67$, S.D. = .617). However, the high total mean score identified that the students preferred learning vocabulary through the games selected.

Moreover, there were some additional opinions from open questions. The students expressed their opinions about advantages, problems and suggestions during vocabulary instruction. They stated that the games helped them understand the meaning of vocabulary more easily than using the translation method. The games made the lessons more interesting, helped them learn vocabulary with fun and remembered words fast. In addition, they gained vocabulary knowledge from playing

games. There were some problems stated that the amount of vocabulary was not enough. The students did not know the meaning of some words while playing games.

4.3 Summary of the Chapter

This chapter was to answer the research questions about the students' progress on vocabulary learning and their perceptions. The major findings revealed that the total score of the posttest was higher than the pretest. The higher mean score and the percentage of the posttest indicated that the students had English vocabulary achievement. The effectiveness index showing how the students were successful in learning vocabulary was at 69%. This can be inferred that the integration of CIPPA Model and the games was effective in teaching vocabulary to young learners. The students were most satisfied with the teaching steps according to CIPPA Model and the games. By the way, conclusion and discussion of the findings were mentioned in the next chapter.



CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter was a summary which the findings were included. The results of each research question, presented in Chapter 1, were discussed. In addition, practical implications and challenges of the research were provided. This chapter presented the purposes of the study, a summary, and a discussion of the major findings and suggestions for further study in the final part.

5.1 Conclusion of the Findings

The main objective of the study was to investigate the effect of integrating CIPPA Model and the games on enhancing vocabulary learning. To be more specific, the purposes of this study were: 1) to study the effect of applying CIPPA Model-based games on enhancing vocabulary learning of the students in 6th grade in an EFL classroom; 2) to explore the level of the students' satisfaction towards learning vocabulary through games.

The major findings of the study revealed that the mean score of the posttest was higher than the pretest. Moreover, the percentage of the posttest score highly increased after the students learnt vocabulary through the use of CIPPA Model and the games. According to the effectiveness index, it meant that the students' vocabulary mastery was increased 69%. All the results showed that the students improved their vocabulary knowledge through the teaching steps developed by the researcher.

The total mean score of the questionnaire pointed out that the students were most satisfied with the integration of CIPPA Model and the games. The students'

perceptions reviewed that the games selected were suitable for their levels and helped them learn vocabulary easily. The games motivated them in conversation and worked in groups. In addition, the students recommended teaching vocabulary through games.

5.2 Discussion of the Findings

According to the study, the findings revealed that the sample had the total mean score of the posttest at 36.20 which was higher than the pretest at 27.40. In addition, the percentage of the students' posttest score also increased. With 69% of the effectiveness index, it was evident that the learners improved their vocabulary knowledge. There were several reasons may account for the achievement of the students in the sample group. The effectiveness index based on the findings was attributable to the capability of CIPPA Model implementation to enable students to learn new words. The researcher integrated the teaching steps according to CIPPA Model and the games in teaching vocabulary. There were seven steps of teaching vocabulary in this study as follows: reviewing background knowledge, seeking new knowledge, connecting prior knowledge to knowledge, exchanging knowledge, summarizing and arranging knowledge, showing production and applying knowledge. The teaching steps used in this study were effective to make the students improve their own vocabulary mastery. The students could construct vocabulary knowledge by themselves according to CIPPA Model principles. They shared ideas and opinions with their friends in terms of social interaction. This made them have the opportunity to practice conversation. In addition, they could use vocabulary in real situations according to the step of application. Sukchoosri et al. (2017) summarized that CIPPA Model could improve English reading ability of 11th graders at statistical significance .05. This was attributable to CIPPA Model implementation with the seven steps of

teaching affecting better reading ability. Khonsagiam (2014) supported the implementation of CIPPA Model in language learning. Teaching English through CIPPA Model involved teaching and learning and assessment according to the seven steps of teaching. The approach was a learners-based method which consisted of five major principles as follows: constructivism, group process and cooperative learning, learning readiness, process learning and transfer of learning. CIPPA Model enriched students to participate physically, mentally, emotionally and socially. It supported self-knowledge creation from process learning and searching knowledge from various resources.

The effectiveness index of this study was compared with Chomrit (2017)'s research findings. The findings revealed that the effectiveness index of CIPPA Model integrated with English supplementary exercises to improve 5th grade students' vocabulary achievement was at 0.76. This meant that the participants had higher vocabulary knowledge with 76%. Sodachan et al. (2015) proved that the effectiveness index of using CIPPA Model to develop 11th grade students' reading comprehension was at .60. The result showed that learning activities through CIPPA Model made the students have achievement with 60%. Although the effectiveness index of CIPPA Model was investigated in aspects of comprehensive reading and other English skills according to reviewed literature, the effectiveness index about vocabulary instruction complied with the standard criteria, that is, it was more than .05. So, the teaching steps according to CIPPA Model and the games can be acceptable and effective.

Based on the questionnaire developed by the researcher, the 6th grade students who learned vocabulary by integrating CIPPA Model and the games were most satisfied on the whole, and the total mean score was at 4.78. The findings of this study

were similar to Prangchumpol and Sareebut (2020)'s findings. The result showed that 1st grade students were highly satisfied with the games to promote English vocabulary, and the mean score was at 4.17. The students gained more vocabulary knowledge. The games that the researcher developed were modern mediums promoting individual learning. The students could learn by themselves and solve learning problems. Soungklang (2019) observed the development of English vocabulary remembering skill through games for 7th graders. The findings indicated that the students were satisfied at the highest level (mean = 4.47). In each aspect, the students were highly satisfied with the teaching techniques (mean = 4.48). In each item, they were satisfied with the consistency of content and easy process (mean = 4.58). From the questionnaire, there were two statements in the first rank which got the highest satisfaction from the sample, namely games were suitable to their grade level and helped define the meaning of vocabulary with the same mean scores 4.80. Numboojit et al. (2015) found that all the 3rd graders of Chiang Mai Rajabhat University Demonstration School were satisfied with the use of games for vocabulary instruction in aspects of vocabulary learning and retention at the highest level. This was because all of the students participated in activities provided. According to the high mean score of satisfaction, the students agreed that they, themselves, had vocabulary retention, and teaching games were activities that gave the students the opportunity to review vocabulary.

5.3 Limitation of the Study

This study was limited by a few factors. The size of the sample is small, meaning it has low generalizability. The findings cannot refer to all the participants in 6th grade. Secondly, during the duration of the study, two students missed two days of instruction. Student 2 and 4 took the posttest last due to absences. Some games needed wide space for playing; therefore, the researcher instructed the students at another place such as the yard or the meeting room. The classroom was too small. Further limitations included interruptions of class sessions due to the announcement from the school and schedule changes.

5.4 Pedagogical Implications

With reference to the theoretical implications of the major findings from this research study, the researcher presented the following related implications for teaching English vocabulary through games based on CIPPA Model.

Games were an effective tool for teaching vocabulary for young learners when they were used with the CIPPA Model in order to increase the efficiency of teaching English vocabulary. They could help students enhance vocabulary knowledge that can be adopted in any classroom, especially language learning. The results of this research proposed that games were not only used for entertainment, but also for teaching vocabulary and reviewing language lessons. The use of games with the CIPPA Model made language classrooms become challenging and relaxing; meanwhile, it offered students to learn by doing, had more participation and interaction with their friends, shared their knowledge and understanding with each other and transferred that knowledge to real world. Therefore, teachers or any related persons in learning

management should integrate the teaching steps according to CIPPA Model and the games selected in vocabulary lessons.

To encourage students to learn vocabulary through games based on CIPPA Model, teachers or researchers should manage to learn outside the classroom because some of the games need wide space. The most important thing is a relaxing atmosphere where students are encouraged to learn vocabulary successfully. Another thing, teachers need to manage time effectively because it affects the success of games. If the time given is too limited, students will be stressed interacting with each other. If the time is too long, they may feel bored. It is inevitable that time management for a certain game also varies among different groups of students. What teachers should do is organizing fine-effective lesson plans. In this way, the flexible time for each game can be arranged more effectively.

Games cannot be done successfully if the teacher does not explain the tasks, rules of games, roles of students including how to play the game clearly, especially to the students with low language competence, because misunderstanding will cause trouble while playing games. It is also very crucial that teachers should summarize the language usage after playing games.

Chosen suitable games are essential in order to achieve vocabulary learning. Whatever games conducted, the numbers of students, levels of learners, learning topics, cultural context, time, and the classroom setting are factors that should be taken into account.

Self-access center should be provided for the students to study games any time they like. This can promote students to understand games after class and then they will obtain knowledge about vocabulary better.

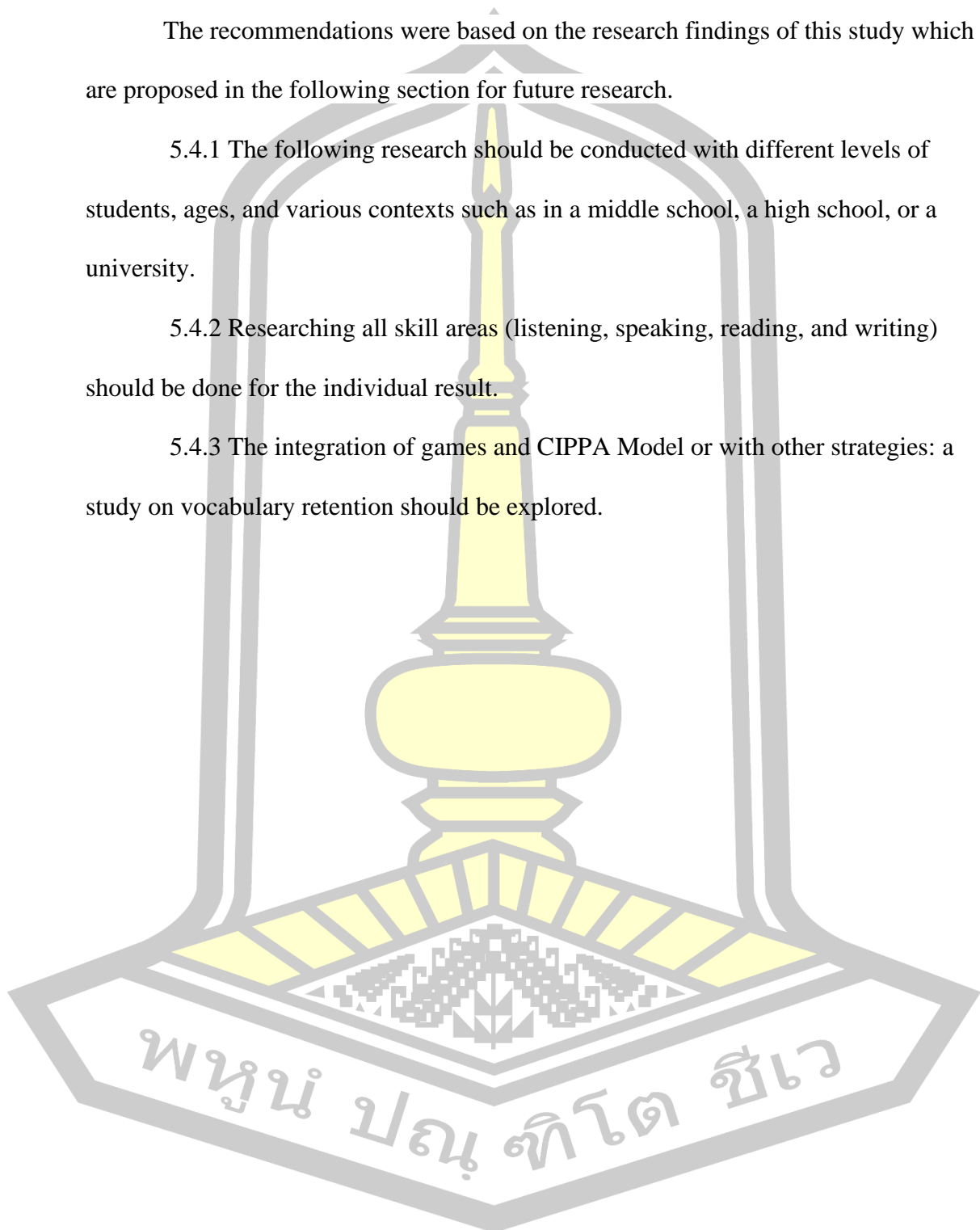
5.5 Suggestions for Future Research Study

The recommendations were based on the research findings of this study which are proposed in the following section for future research.

5.4.1 The following research should be conducted with different levels of students, ages, and various contexts such as in a middle school, a high school, or a university.

5.4.2 Researching all skill areas (listening, speaking, reading, and writing) should be done for the individual result.

5.4.3 The integration of games and CIPPA Model or with other strategies: a study on vocabulary retention should be explored.



REFERENCES

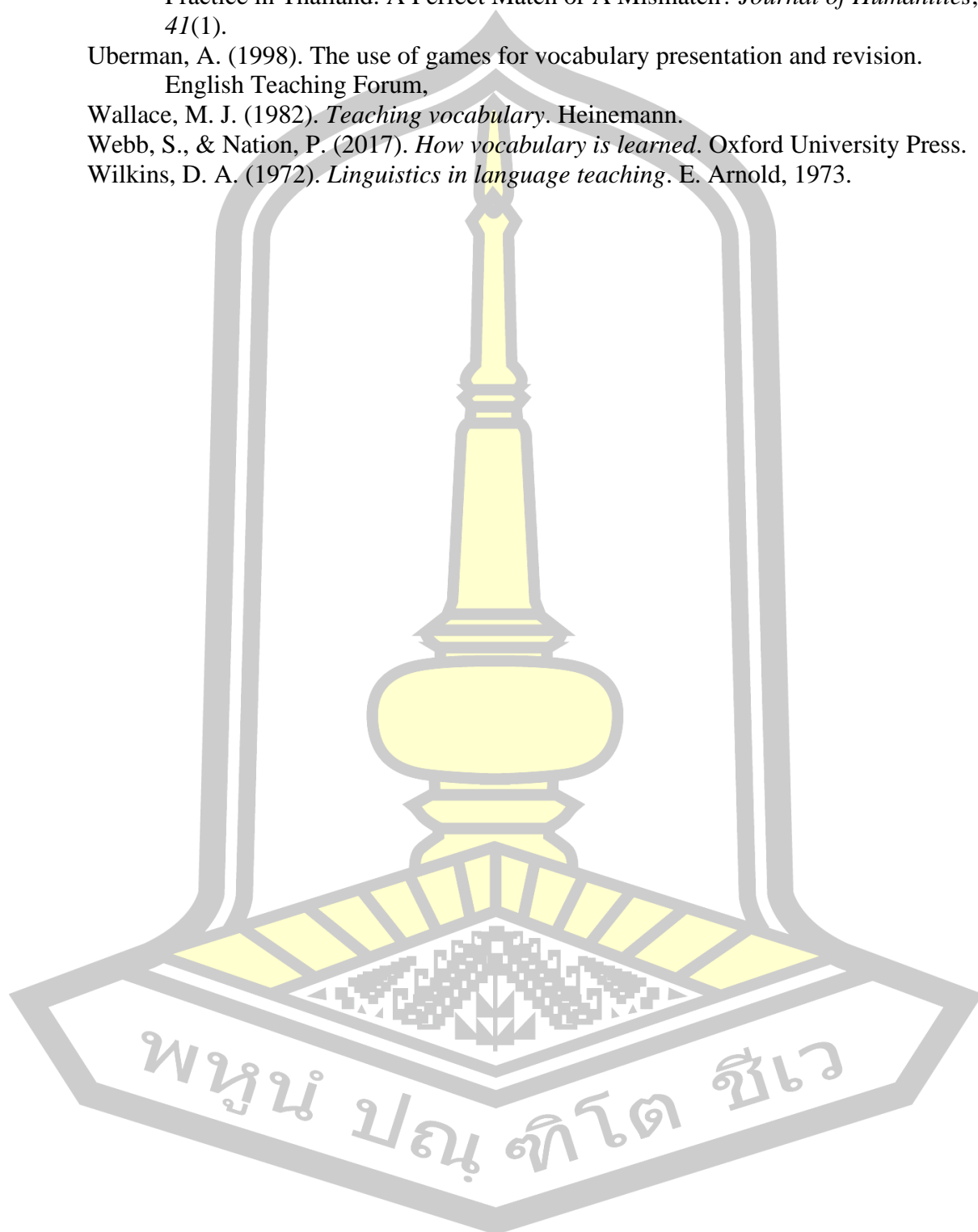
- Abduramanova, D. V. (2020). Innovative techniques of teaching vocabulary in the second language classroom. *Science and Education*, 1(Special Issue 2).
- Aebbersold, J. A., & Field, M. L. (1998). *From reader to reading teacher: Issues and strategies for second language classrooms*. Ernst Klett Sprachen.
- Apdy, A. P. R., & Asrifan, A. (2019). The Chinese mime game in teaching vocabulary on EFL classroom. *Proceedings of the 65th Teflin International conference* 65(01).
- Asyiah, D. N. (2017). The vocabulary teaching and vocabulary learning: Perception, strategies, and influences on students' vocabulary mastery. *Jurnal Bahasa Lingua Scientia*, 9(2), 293-318.
- Avci, H., & Adiguzel, T. (2017). A case study on mobile-blended collaborative learning in an English as a foreign language (EFL) context. *International Review of Research in Open and Distributed Learning*, 18(7).
- Bafadal, M. F., & Humaira, H. (2019). The Use of Charades Games in Teaching Vocabulary to the Junior High School Students. *Linguistics and ELT Journal*, 6(2), 14-21.
- Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English Language Teaching*, 9(7), 120-128.
- Bavi, F. (2018). The effect of using fun activities on learning vocabulary at the elementary level. *Journal of Language Teaching and Research*, 9(3), 629-639.
- Binmadnee, P., Abdulsata, S., & Haji, S. (2018). Study The Problem Condition and the Solution of English Studying In The Upper-Secondary Islamic Private School Students in Three Southern Border Provinces. *AL-NUR JOURNAL OF GRADUATE SCHOOL, FATONI UNIVERSITY*, 13(25), 25-37.
- Boonpan, K., & Bhasiri, S. (2018). The development of English writing ability of Grade 9 students using CIPPA Model with PWIM. *Journal of Education Khon Kaen University (Graduate Studies Research)*, 12(2), 1-8.
- Brumfit, C., Moon, J., & Tongue, R. (1991). *Teaching English to children: From practice to principle*. Collins ELT London.
- Cabrera, P., Castillo, L., González, P., Quiñónez, A., & Ochoa, C. (2018). The Impact of Using "Pixton" for Teaching Grammar and Vocabulary in the EFL Ecuadorian Context. *Teaching English with Technology*, 18(1), 53-76.
- Camhongsa, N., & Youpensuk, N. (2020). A comparison of learning achievement using CIPPA Model for Grade 4 students of Demonstration School of Suan Sunandha Rajabhat University, Bangkok, Thailand *International Academic Multidisciplinary Research Conference in Lucerne 2020*.
- Chanaroke, U., & Niemprapan, L. (2020). The Current Issues of Teaching English in Thai Context. *EAU Heritage Journal Social Science and Humanities*, 10(2), 34-45.
- Chen, J. (2007). *Using games in teaching English to preschool students* [Unpublished master's thesis,]. National Dong Hwa University, Haulin, Taiwan.
- Coombe, C. (2011). Assessing vocabulary in the language classroom. *Malaysian English Language Teaching Association*, 111-124.
- Coombe, C. A., Folse, K. S., & Hubley, N. J. (2007). *A Practical Guide to Assessing English Language Learners*. University of Michigan Press.

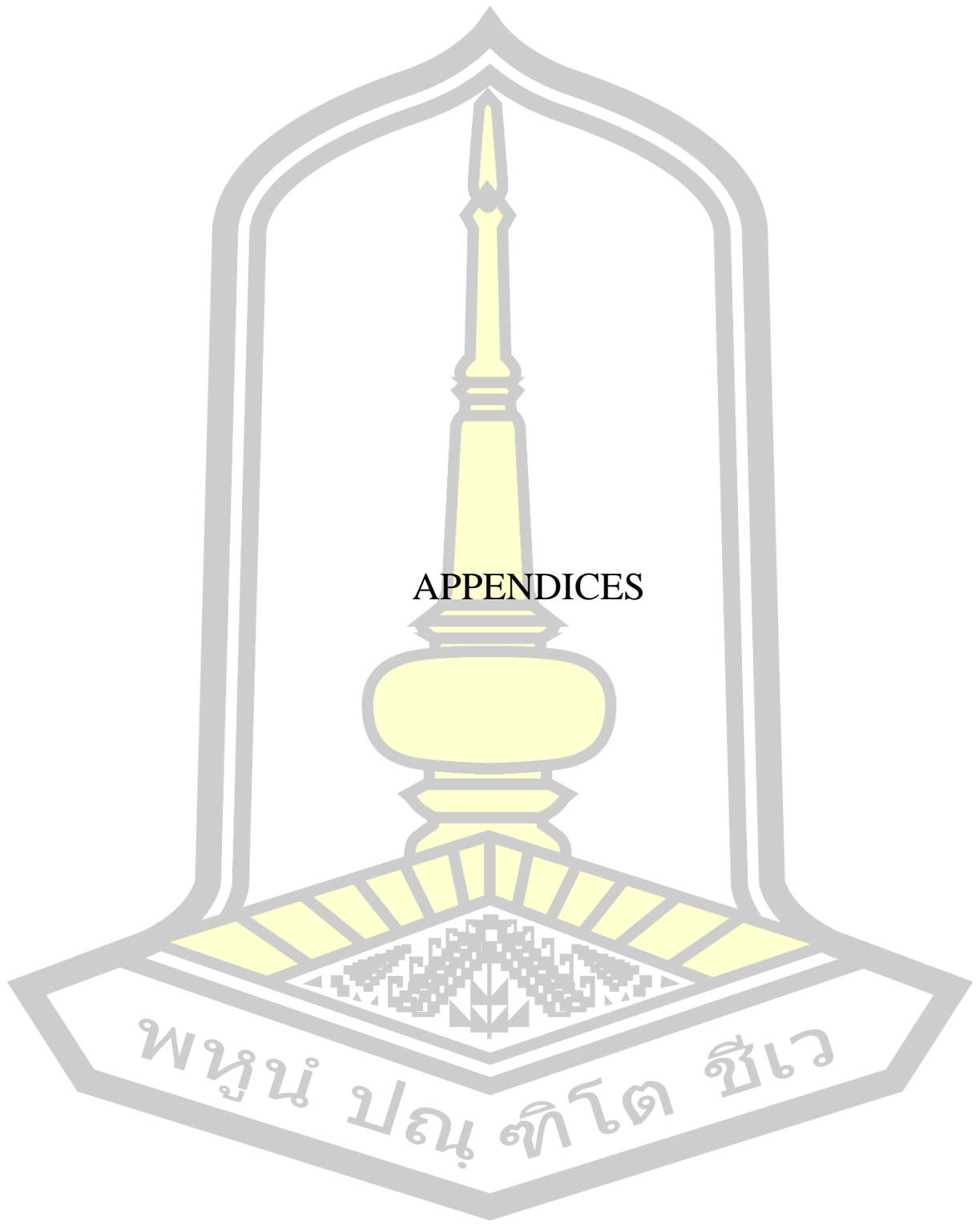
- Dakhi, S., & Fitria, T. N. (2019). The principles and the teaching of English vocabulary: A review. *Journal of English teaching*, 5(1).
- Darfilal, I. (2017). *The effectiveness of using language games in teaching vocabulary the case of third year middle school learners* [doctoral dissertation].
- Dhiasi, S. (2015). *Last One Standing Game as the Technique to Teach Vocabulary Mastery of Fifth Grade Students of SDN Demaan Jepara in Academic Year 2015/2016* [Maria Kudus University].
- Ebrahimi, Z., Azhideh, P., & Aslanabadi, H. (2015). The effects of teaching vocabulary learning strategies on Iranian EFL learners 'vocabulary development. *International Journal on Studies in English Language and Literature (IJSELL)*, 3(1), 57-64.
- Goodman, R. I., Fletcher, K. A., & Schneider, E. W. (1980). The Effectiveness Index as a Comparative Measure in Media Product Evaluations. *Educational Technology*, 20(9), 30-34.
- Gozcu, E., & Caganaga, C. K. (2016). The importance of using games in EFL classrooms. *Cypriot Journal of Educational Sciences*, 11(3), 126-135.
- A great place to learn about second language teaching and learning. *Josh's ESL*. <https://www.joshesl.com/about.html>
- Gruss, J. (2016). Games as a tool for teaching English vocabulary to young learners. *World Scientific News*, 53(2), 67-109.
- Hamer, W., & Lely, L. N. (2019). Using Pictionary Game to Increase Learners' Vocabulary Mastery in English Language Instruction. *Journal of English Education Studies*, 2(1), 43-51.
- Hankamen, N. (2018). *The development of English reading packages using CIRC technique in conjunction with CIPPA MODEL affecting comprehension, analytical thinking and learning achievement for Mathayomsuksa 1 students* [Master Thesis, Sakon Nakhon Rajabhat University]. 2018.
- Harpe, S. E. (2015). How to analyze Likert and other rating scale data. *currents in pharmacy teaching and learning* 7, 836-850.
- Hasanah, S. R. (2017). *The effectiveness of the Last Man Standing Game to enrich students' vocabulary mastery (A case of the eighth graders of SMP Al-Fattah Semarang in the Academic Year of 2016/2017)* [Fakultas Bahasa UNISSULA].
- Huyen, N. T. T., & Nga, K. T. T. (2003). Learning vocabulary through games. *Asian EFL Journal*, 5(4), 90-105.
- Inthapiew, S. (2019). Implementation of English games to develop English Learning for Prathomsuksa 3 students in Ban Pak Tang School and Ban Huay Dai School, Nam Khaem Sub-district, Tha Li District, Loei Province. *Journal of Srilanchang review*, 5(2), 49-49.
- Jabbarova, A. (2020). The role of games in teaching English language. *Архив Научных Публикаций JSPI*.
- Jamalipour, S., & Farahani, A. A. K. (2015). The Effect of Vocabulary Knowledge and Background Knowledge on Iranian EFL Learners' L2 Reading Comprehension. *Journal of Applied Linguistics and Language Research*, 2(2), 107-121.
- Kabooha, R., & Elyas, T. (2018). The Effects of YouTube in Multimedia Instruction for Vocabulary Learning: Perceptions of EFL Students and Teachers. *English Language Teaching*, 11(2), 72-81.
- Karua, J. B. (2020). Teaching English Vocabulary by Using Last One Standing Game at

- the Third Grade Students of SMP Tamalatea Makassar. *English Review Journal*, 1(1), 15-30.
- Khan, R. M. I., Radzuan, N. R. M., Shahbaz, M., Ibrahim, A. H., & Mustafa, G. (2018). The role of vocabulary knowledge in speaking development of Saudi EFL learners. *Arab World English Journal (AWEJ) Volume*, 9.
- Khemmani, T. (1999). Learners-based teaching model: CIPPA Model. *Journal of Education Studies: Chulalongkorn University* 27 1-17
- Khemmani, T. (2011). *Science of Teaching Pedagogy* (6 ed.). Chulalongkorn University Press.
- Khonsagiam, K. (2014). A Study of English Writing Achievement by Using CIPPA Model for Mutthayomsuksa1of Watprompetch School *Suthiparithat Journal*, 28(87), 236-251.
- Kitphisitpreecha, T. (2013). *Improving students vocabulary learning through total physical response* (Publication Number 009940) Buriram Rajabhat University]. Buriram.
- Lelawati, S., Dhiya, S., & Mailani, P. N. (2019). The teaching of English vocabulary to young learners. *PROJECT (Professional Journal of English Education)*, 1(2), 95-100.
- Linse, C. T., & Nunan, D. (2005). *Practical English language teaching: young learners/by Caroline T. Linse; David Nunan, series editor*. New York: McGraw-Hill/Contemporary.
- Liu, J., & Zhang, J. (2018). The Effects of Extensive Reading on English Vocabulary Learning: A Meta-Analysis. *English Language Teaching*, 11(6), 1-15.
- Lohatepanont, K. (2017). *Towards Thailand 4.0*.
<https://kenlwrites.com/2017/01/08/towards-thailand-4-0>
- McCarthy, M. (1990). *Vocabulary*. Oxford University Press.
- McGuirk, P. M., & O'Neill, P. (2016). Using questionnaires in qualitative human geography.
- McLafferty, S. L. (2003). Conducting questionnaire surveys. *Key methods in geography*, 1(2), 87-100.
- Nation, I. (1990). 1990: Teaching and learning vocabulary. New York: Newbury House. 02.
- Nation, I. S. (2001). *Learning vocabulary in another language*. Ernst Klett Sprachen.
- Nation, I. S. (2013). *Learning vocabulary in another language Google eBook*. Cambridge University Press.
- Niampiam, L. (2017). *The Development of the Instructional Package by Using CIPPA Model for Enhancing English Language Reading Comprehension Ability for Grade 5 Students* (Publication Number 62) Naresuan University].
- Numboojit, P., Maneekosol, C., & Phuvipadawat, P. (2015). Effect of using Games in English vocabulary teaching on vocabulary learning, retention and satisfaction of Prathomsuksa 3 students of Chiang Mai Rajabhat University Demonstration School. *Lampang Rajabhat University Journal*, 3(2), 120-128.
- Octoberlina, L. R., & Anggarini, I. F. (2020). Teaching vocabulary through picture cards in Islamic Elementary School: a case study in Nida Suksa School, Thailand. *Jurnal Madrasah*, 13(1), 26-38.
- Octaviany, Y. (2007). *The application of Total Physical Response in teaching English vocabulary to the fourth graders of SD negeri 04 Krajangkulon Kaliwungu*

- Kendal in the academic year of 2006/2007 Universitas Negeri Semarang*].
- Pan, Y.-c. (2017). Teaching vocabulary to improve reading comprehension. *Studies in Literature and Language*, 15(4), 38-40.
- Parfitt, J. (2005). Questionnaire design and sampling. *Methods in human geography: A guide for students doing a research project*, 78-109.
- Pavatho, K. (2009). *The CIPPA Instructional Model for Enhancing Prathomsuksa 5 Students's Achievement of Banklongbua School (Eamsangrote)* [Master Thesis, Burapha University]. 2009.
- Perveen, A., Asif, M., Mehmood, S., Khan, M. K., & Iqbal, Z. (2016). Effectiveness of language games in second language vocabulary acquisition. *Science International*, 28(1).
- Prachanant, N. (2006). Vocabulary Learning Strategies Buriram Rajabhat University Students Use to Deal with New Words in their English Lessons.
- Prangchumpol, D., & Sareebut, J. (2020). Digital learning-based game for improving English vocabulary for primary education level 1. *Journal of Academic Information and Technology*, 1(2), 61-61.
- Riabtseva, E., Gvozdeva, A., & Tsilenko, L. (2004). Advantages and disadvantages of testing foreign language ability. *Вестник ТГТУ*, 10(4), 1144-1149.
- Rihanah, H., & Sudiyono, S. (2020). Improving Vocabulary Using TGT (TEAMS GAMES TOURNAMENT) Method *PROJECT (Professional Journal of English Education)*, 3(5), 582-587.
- Rohayati, T., & Rizkyanti, A. S. (2019). The use of Snakes and Ladders Games in teaching vocabulary. *PROJECT (Professional Journal of English Education)*, 2(6), 797-805.
- Sangchai. (1990). *English teaching of primary school* Ospringing House.
- Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching*. Cambridge university press.
- Seifert, S., Kulmhofer, A., Paleczek, L., Schwab, S., & Gasteiger-Klicpera, B. (2017). Suggestions for vocabulary focused reading lessons for mainstream classrooms addressing both L1 and L2 learners. *Early Childhood Education Journal*, 45(3), 333-345.
- Sihawong, W., Panyaphuek, S., & Tanachaikhan, N. (2018). The Development of Writing Skills on Words with Odd Spelling Rules Using Practice Package and CIPPA Approach for Prathomsuksa 2 Students. *Graduate School Journal Chiang Rai Rajabhat University*, 11(3), 37-50.
- Sodachan, P., Boonthongtherng, P., & Wattanaboot, L. (2015). The development reading English comprehensive skills of Mattayomsuksa 5 students by using CIPPA MODEL through action research process. *Journal of Administration and Development*, 7(11).
- Soungklang, K. (2019). Using games to develop English vocabulary remembering skill for Mathayomsuksa 1 students, Luang Pu Srichan Vannabho Charity School, Mueang district, Loei province. *Journal of Srilanchang review*, 5(2), 1-1.
- Sukchoosri, T., Phahonthep, R., Chotikapanich, R., & Tungprapa, T. (2017). A Comparison of the English Reading Ability and Satisfaction of Matthayom Sueksa Five Students with Instruction Using 3Ps and CIPPA Model Activities. *Narkbhutparitat Journal Nakhon Si Thammarat Rajabhat University*, 9(1), 182-193.

- Taladngoen, U. (2019). English Language Policy and English Language Teaching Practice in Thailand: A Perfect Match or A Mismatch? *Journal of Humanities*, 41(1).
- Uberman, A. (1998). The use of games for vocabulary presentation and revision. *English Teaching Forum*,
- Wallace, M. J. (1982). *Teaching vocabulary*. Heinemann.
- Webb, S., & Nation, P. (2017). *How vocabulary is learned*. Oxford University Press.
- Wilkins, D. A. (1972). *Linguistics in language teaching*. E. Arnold, 1973.





APPENDICES

พหุมนุ ปณุ ทิโต สีเว

Lesson Plan 1

Learning Area of Foreign Language

Course: Fundamental English (E16101)

Level: 6th Grade

Topic: The Story of the Hare and The Tortoise

Time : 1 hour

Buriram Rajabhat University Demonstration School

1. Core Concept

Learning management by using stories, fables, cartoons ,and games as a basis for integrating contents will create a positive and joyful learning atmosphere towards language learning.

2. Learning Indicators

Strand 1: Language for Communication

Standard F1.1 : Understanding of and capacity to interpret what has been heard and read from various types of media, and ability to express opinions with proper reasoning

Grade indicator 4: Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.

3. Objectives

Terminal Objective

Students are able to pronounce, spell, and indicate the meaning of words in the story correctly.

Learning Objectives

3.1 Students are able to pronounce and tell the meaning of the words in the story.

3.2 Students are able to answer the questions from the story correctly.

3.3 Students are able to apply knowledge from playing games to vocabulary learning.

4. Contents

4.1 Vocabulary:

Nouns: hare, tortoise, race, hill, bridge, forest

Verbs: plod, hop, splash

4.2 Sentences: We are going to have a race. The hare hopped by. The elephants used their trunks to splash water on the fire

4.3 Functions: Listening to The Story of the Hare and the Tortoise: The Race and The Fire Forest.

5. Learning Activities

5.1 Reviewing background knowledge

5.1.1 Teacher tells students that they are going to listen a fable.

5.1.2 Teacher asks them what the story is about and the characters in the story.

5.2 Seeking new knowledge

5.2.1 Teacher presents new vocabulary and the meaning by using word cards and pictures.

5.2.2 Teacher pronounce the vocabulary, and students repeat after.

5.2.3 Teacher teaches the story of the Hare and the Tortoise by using the interactive CD.

5.2.4 Students listen to and read the story to the CD.

5.3 Connecting prior knowledge to new knowledge

5.3.1 Teacher lets students play “Last Man Standing” by explanation and demonstration of the teacher.

5.3.2 Teacher answer some students’ questions about the rules of the game.

5.4 Exchanging knowledge

5.4.1 The game starts to check students’ comprehension to the meaning of words

5.5 Summarizing and arranging knowledge

5.5.1 Teacher asks students about the words used in the game.

5.5.2 Teacher and students summarize the main idea of the story together.

5.6 Showing production

5.6.1 Students do the worksheet writing the meaning of words in the blanks by using the students' textbook.

5.6.2 Teacher and students check worksheets together.

5.7 Applying knowledge

5.7.1 Teacher lets students use the target words to make up sentences in pair.

6. Teaching Materials

6.1 Word cards and pictures

6.2 Last Man Standing

6.3 Worksheet 1

6.4 Interactive CD

6.5 Laptop

7. Evaluation

7.1 check students' worksheet

7.2 observe their participation and attention

7.3 observe their thinking process

8. Suggestions

9. Notes after class

.....

พหุ ประถมศึกษา ชีวะ

10. Signing

- Approval to teach
- Suggestions
- Revise the lesson plans according to the comments

.....

.....

.....

(.....)

The Head of Academic Department

- Approval to teach
- Suggestions
- Revise the lesson plans according to the comments

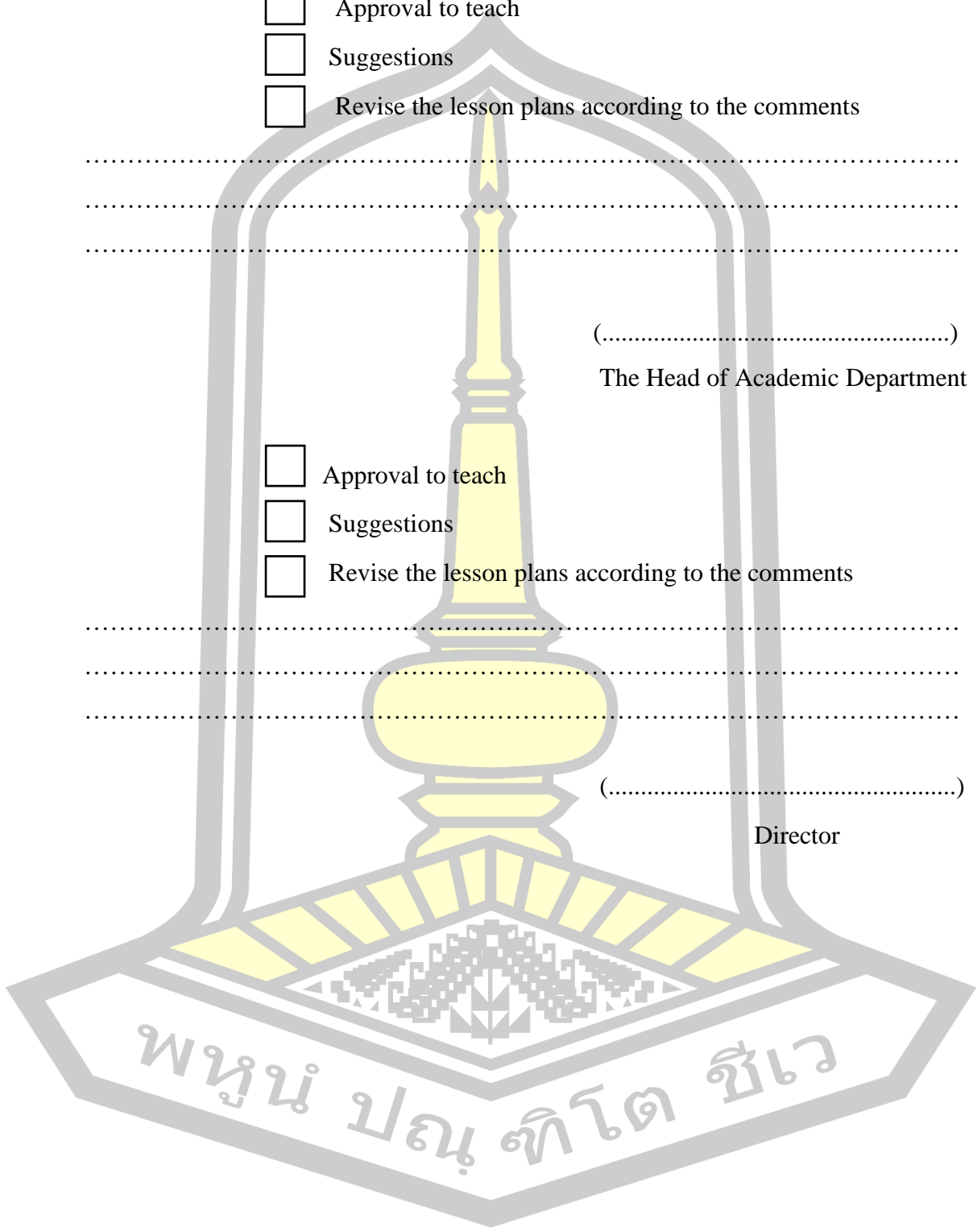
.....

.....

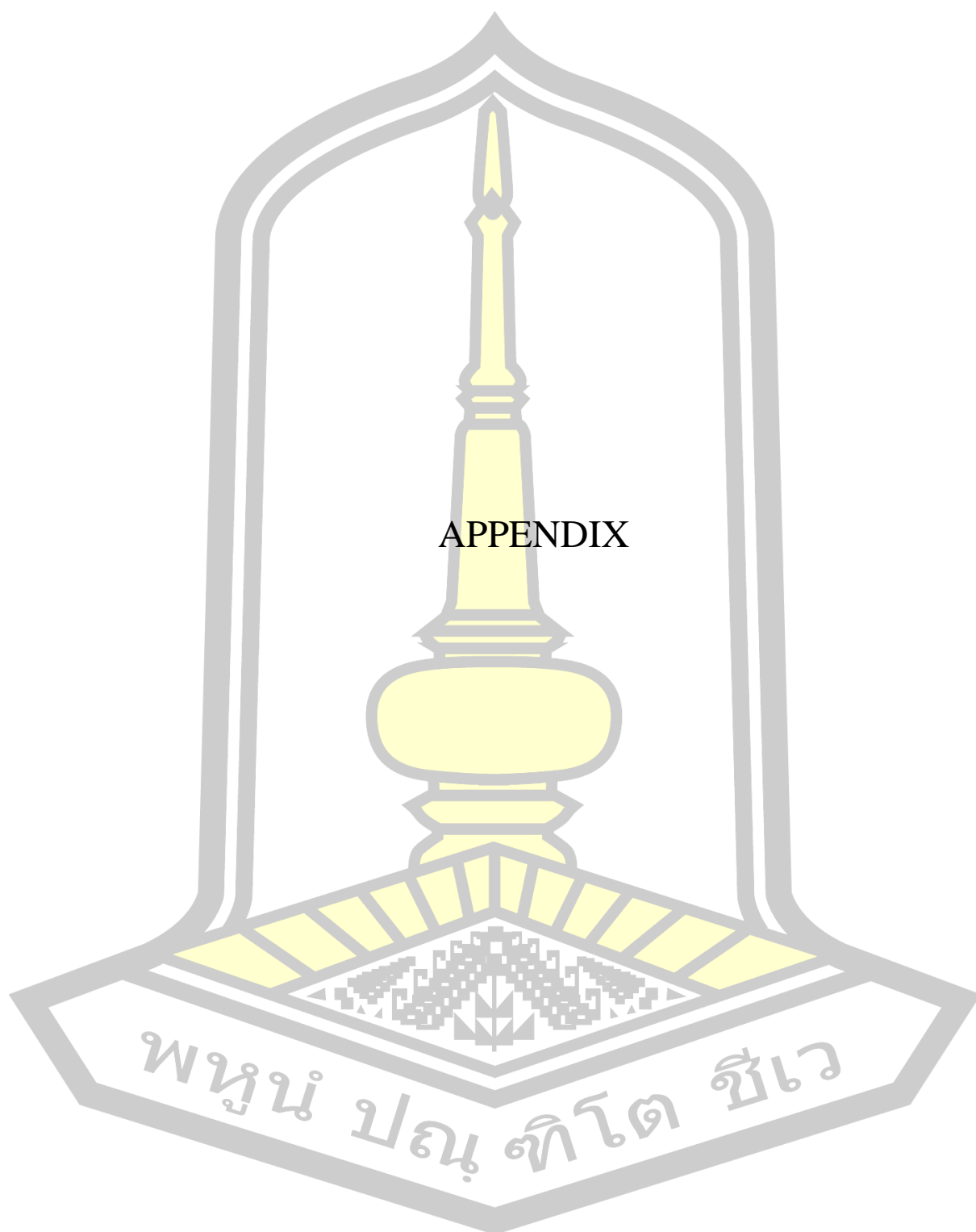
.....

(.....)

Director



พหุบัณฑิต ชีวะ



APPENDIX

พหุณฺ์ ปณฺุ ทิโต ชีเว

“Last Man Standing” Game

Objective: To practice new vocabulary

Time: 10 minutes

Characteristics: speaking, fast-thinking, interaction

Materials: A ball

How to play:

1. Students stand in a circle.
2. Teacher gives students a target word such as “Hare”. They must pick up a word that relates to the Hare from the story.

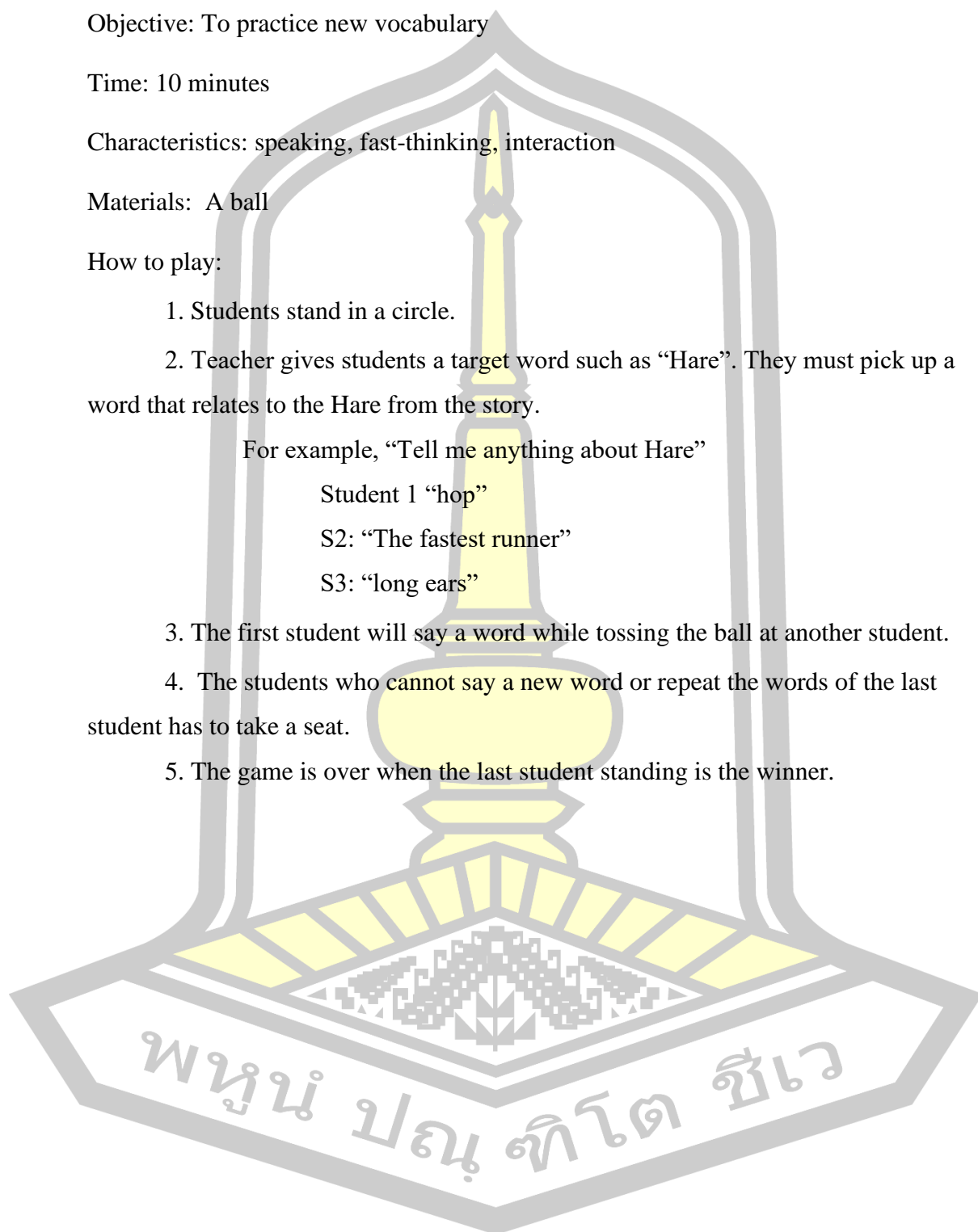
For example, “Tell me anything about Hare”

Student 1 “hop”

S2: “The fastest runner”

S3: “long ears”

3. The first student will say a word while tossing the ball at another student.
4. The students who cannot say a new word or repeat the words of the last student has to take a seat.
5. The game is over when the last student standing is the winner.

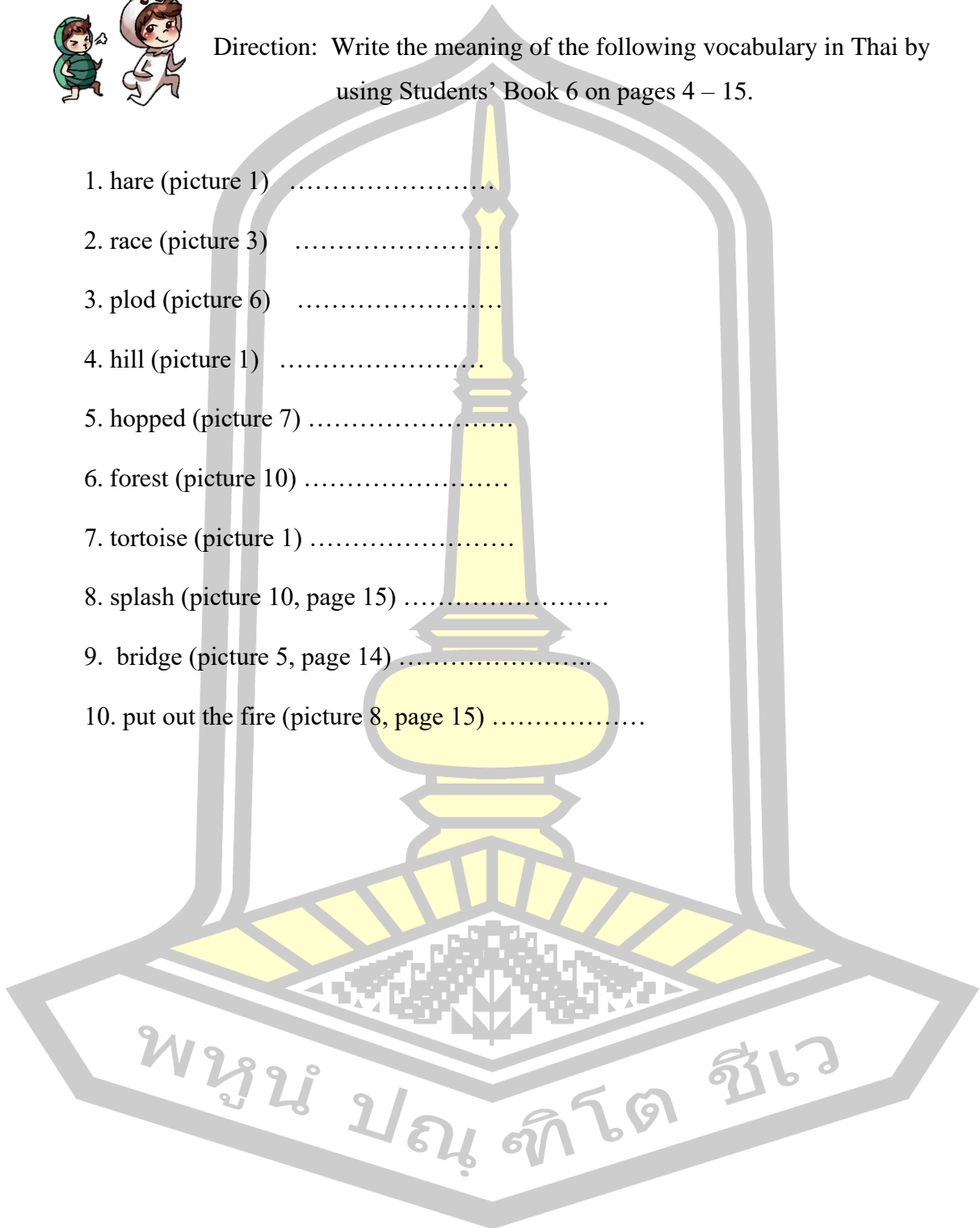


Worksheet 1



Direction: Write the meaning of the following vocabulary in Thai by using Students' Book 6 on pages 4 – 15.

1. hare (picture 1)
2. race (picture 3)
3. plod (picture 6)
4. hill (picture 1)
5. hopped (picture 7)
6. forest (picture 10)
7. tortoise (picture 1)
8. splash (picture 10, page 15)
9. bridge (picture 5, page 14)
10. put out the fire (picture 8, page 15)



Answer Key

Worksheet 1

- | | |
|----------------------------|-------------------|
| 1. กระจต่ายป่า, กระจต่าย | 6. ป่า |
| 2. การแข่งขัน | 7. เต่า |
| 3. เดินอย่างช้าๆ, ย่ำไปตาม | 8. ฟันน้ำ, สาดน้ำ |
| 4. เนินเขา | 9. สะพาน |
| 5. กระจตูด | 10. ดับไฟ |

พหุจน์ ปณฺ ทิโต ชีเว

Lesson Plan 2

Learning Area of Foreign Language

Course: Fundamental English (E16101)

Level: 6th Grade

Topic: Food and Health

Time : 1 hour

Buriram Rajabhat University Demonstration School

.....

1. Core Concept

Learning vocabulary about fruit, which students know, can give advice about health care.

2. Learning Indicators

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view.

Grade indicator 1: Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.

3. Objectives

Terminal Objective

Students are able to pronounce, spell, and indicate the meaning of words about sickness.

Learning Objectives

3.1 Students are able to pronounce and tell the meaning of vocabulary correctly.

3.2 Students are able to follow the rules of game.

3.3 Students are able to perform activities determined.

4. Contents

4.1 Vocabulary:

Nouns: cold, bleeding gum, constipation, cough, diarrhoea, fever, headache, sore throat, runny nose, toothache

Verbs: exercise, wash hair, take a shower, brush teeth

4.2 Structure: What's the matter with you? How often do you?

I have a cold/a fever/a headache/constipation/...

4.3 Functions: Listening to benefit of fruit and sickness

5. Learning Activities

5.1 Reviewing background knowledge

5.1.1 The teacher asks students, "Have you ever been sick?"

5.1.2 Students may answer their sickness.

5.2 Seeking new knowledge

5.2.1 The teacher shows word cards about sickness and dairy routines.

Let students pronounce the words. For the words that they do not know, teacher teaches pronunciation.

5.2.2 The teacher reviews sickness vocabulary again and asks students to open the students' book on page 28.

5.2.3 The teacher shows the words and lets students guess which fruit or vegetable they should eat to treat whatever sickness. Then teacher gives answers.

5.3 Connecting prior knowledge to new knowledge

5.3.1 Students read the benefit of each fruit.

5.3.2 The teacher introduces and lets students play "Charades" Game by explaining rules and demonstration.

5.4 Exchanging knowledge

5.4.1 The teacher let students work in pairs or groups by asking and answering about health problems and daily routine with these sentences. Teacher writes them on the white board.

A: What's mater with you?

B: I have (a cold).

A: How often do you?

B: Every day, Twice a day, Once a week

5.5 Summarizing and arranging knowledge

5.5.1 Teacher and students discuss the benefit of fruit and health problem.

5.6 Showing production

5.6.1 Some groups practice the sentences in front of the classroom.

5.7 Applying knowledge

5.7.1. Students do worksheet 2 and check the worksheet with the teacher.

6. Teaching Materials

- 6.1 Word cards
- 6.2 Charades Game
- 6.3 Worksheet 2
- 6.4 Students' textbook

7. Evaluation

- 7.1 check students' worksheet
- 7.2 observe their participation and attention
- 7.3 observe their thinking process

8. Suggestions

.....

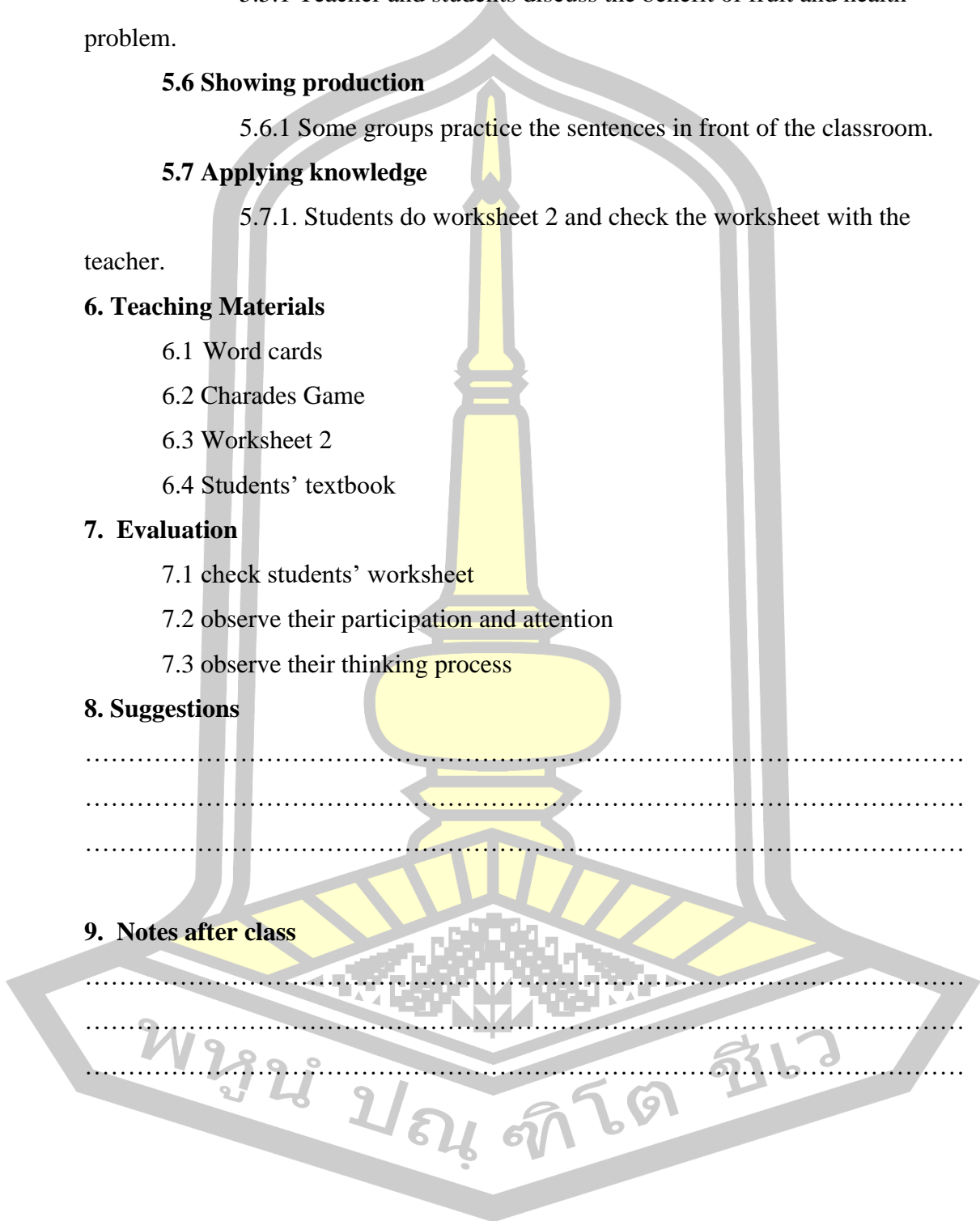
.....

.....

9. Notes after class

.....

.....



10. Signing

- Approval to teach
- Suggestions
- Revise the lesson plans according to the comments

.....

.....

.....

(.....)

The Head of Academic Department

- Approval to teach
- Suggestions
- Revise the lesson plans according to the comments

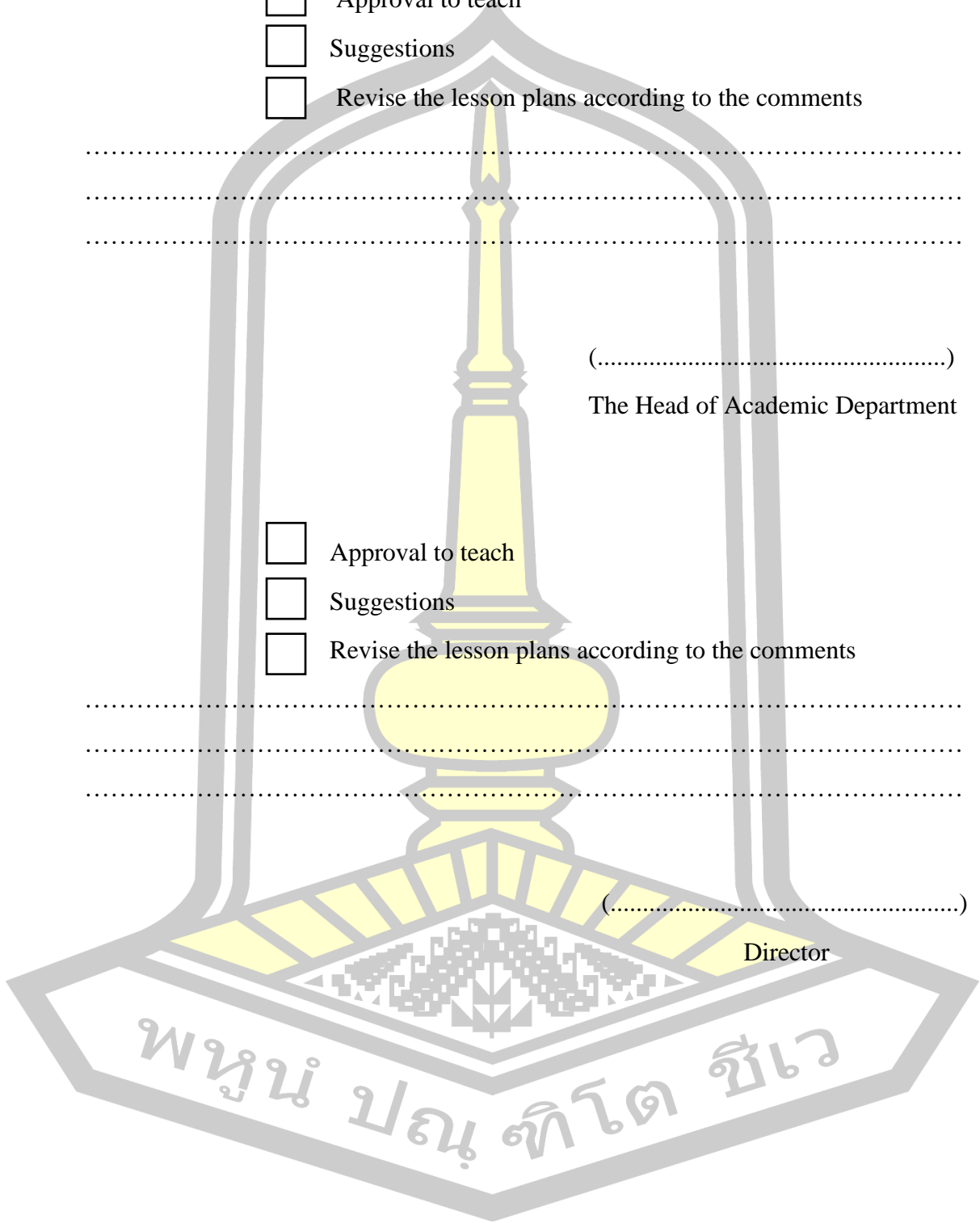
.....

.....

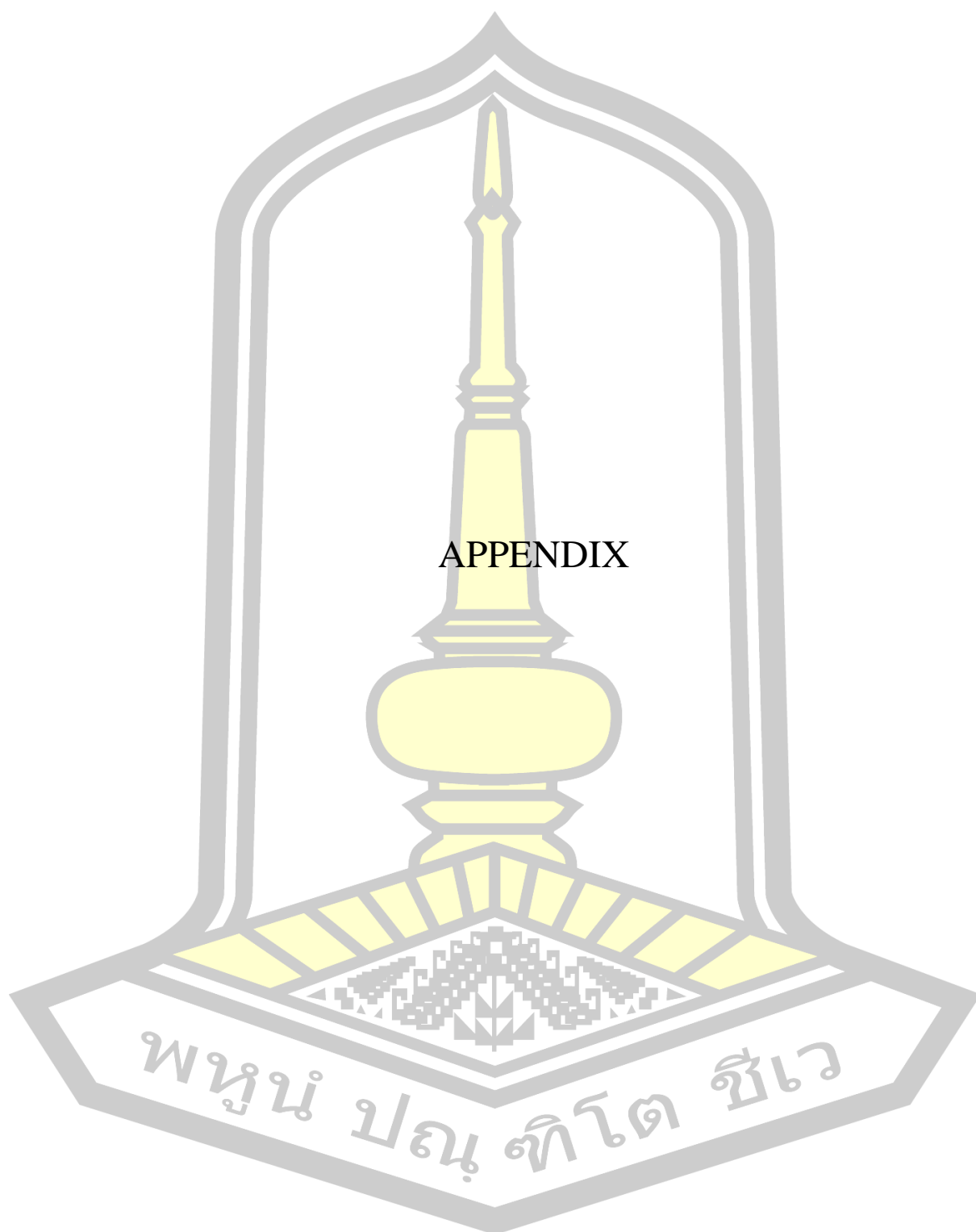
.....

(.....)

Director



พหุบัณฑิต ชีวะ



APPENDIX

พหุมนุ ปณ ทิต ฐีเว

Charades Game

Objective: To practice new vocabulary

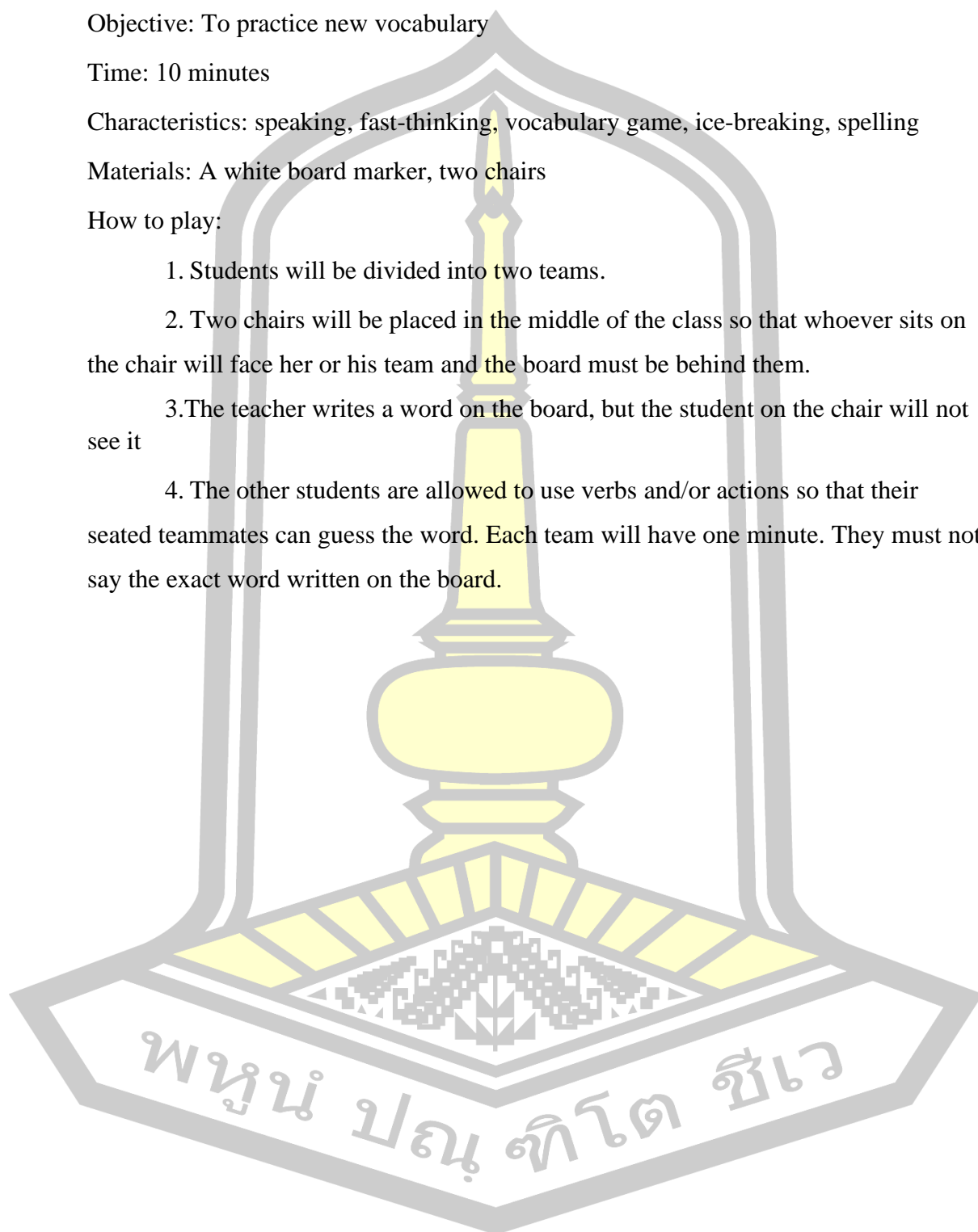
Time: 10 minutes

Characteristics: speaking, fast-thinking, vocabulary game, ice-breaking, spelling

Materials: A white board marker, two chairs

How to play:

1. Students will be divided into two teams.
2. Two chairs will be placed in the middle of the class so that whoever sits on the chair will face her or his team and the board must be behind them.
3. The teacher writes a word on the board, but the student on the chair will not see it
4. The other students are allowed to use verbs and/or actions so that their seated teammates can guess the word. Each team will have one minute. They must not say the exact word written on the board.



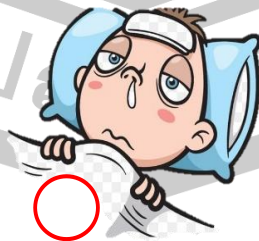
Worksheet 2

HEALTH PROBLEMS UNSCRABLE WORDS

Directions: Unscramble the health problem vocabulary and number the pictures



1. eadheach
2. arhoeadri
3. toncisaptoni
4. eemug dilbgn
5. oughc
6. rsoe htorta
7. veref
8. ocld
9. ochtoahet
10. unnry ones



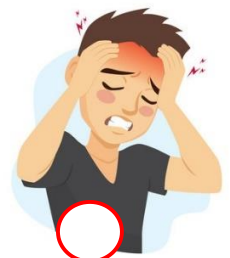
Worksheet 2

HEALTH PROBLEMS UNSCRABLE WORDS

Directions: Unscramble the health problem vocabulary and number the pictures



1. eadheach headache
2. arhoeadri diarrhoea
3. toncisaptoni constipation
4. eemug dilbgn bleeding gum
5. oughc cough
6. rsoe htorta sore throat
7. veref fever
8. ocl d cold
9. ochtoahet toothache
10. unnry ones runny nose



Lesson Plan 3

Learning Area of Foreign Language

Course: Fundamental English (E16101)

Level: 6th Grade

Topic: How to wash vegetable

Time : 1 hour

Buriram Rajabhat University Demonstration School

1. Core Concept

Washing vegetables with water, vinegar, baking soda and salt to eat them safely.

2. Learning Indicators

Strand 3: Language and Relationship with Other Learning Areas

Standard F3.1: Usage of foreign languages to link knowledge with other learning areas, as foundation for further development and to seek knowledge and widen one's world view.

Grade indicator 1: Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.

3. Objectives

Terminal Objective

Students are able to explain how to wash vegetable from toxins and indicate what to use.

Learning Objectives

- 3.1 Students are able to identify the meaning of vocabulary correctly.
- 3.2 Students are able to demonstrate how to wash vegetables.
- 3.3 Students accept the benefit of washing vegetables.

4. Contents

4.1 Vocabulary:

Nouns: toxin, outer part, vinegar, baking powder, salt

Verbs: peel off, reduce, soak, grow, run through

4.2 Functions: How to wash vegetable.

5. Learning Activities

5.1 Reviewing background knowledge

5.1.1 The teacher and students discuss how to notice vegetable remaining toxins and how to wash vegetable usually.

5.2 Seeking new knowledge

5.2.1 Students listen to the CD while reading how to wash out toxins from vegetables on the students' book on page 31.

5.3 Connecting prior knowledge to new knowledge

5.3.1 The teacher presents new vocabulary from the passage by using word cards.

5.3.2 The teacher show how to pronounce the vocabulary and tell students to repeat.

5.3.3 The teacher writes the meaning of each word on the write board and lets students match the words to the Thai meaning.

5.4 Exchanging knowledge

5.4.1 The teacher lets students play "Pictionary" Game by the teacher explains and demonstrates how to play it.

5.4.2 The game starts to review the vocabulary and students' comprehension.

5.5 Summarizing and arranging knowledge

5.5.1 The teacher and students discuss how to wash out toxins from vegetable and the effects of too much toxin exposure.

5.6 Applying knowledge

5.6.1 Students fill the missing words in the blanks of worksheet 3.

5.6.2 The teachers and students check worksheets together.

6. Teaching Materials

- 6.1 Word cards
- 6.2 Worksheet
- 6.3 Students' textbook
- 6.4 CD 1 track 52-55
- 6.5 Laptop
- 6.6 White board markers
- 6.7 Pictionary Game

7. Evaluation

- 7.1 check students' worksheet
- 7.2 observe their participation and attention
- 7.3 observe their thinking process

8. Suggestions

.....

.....

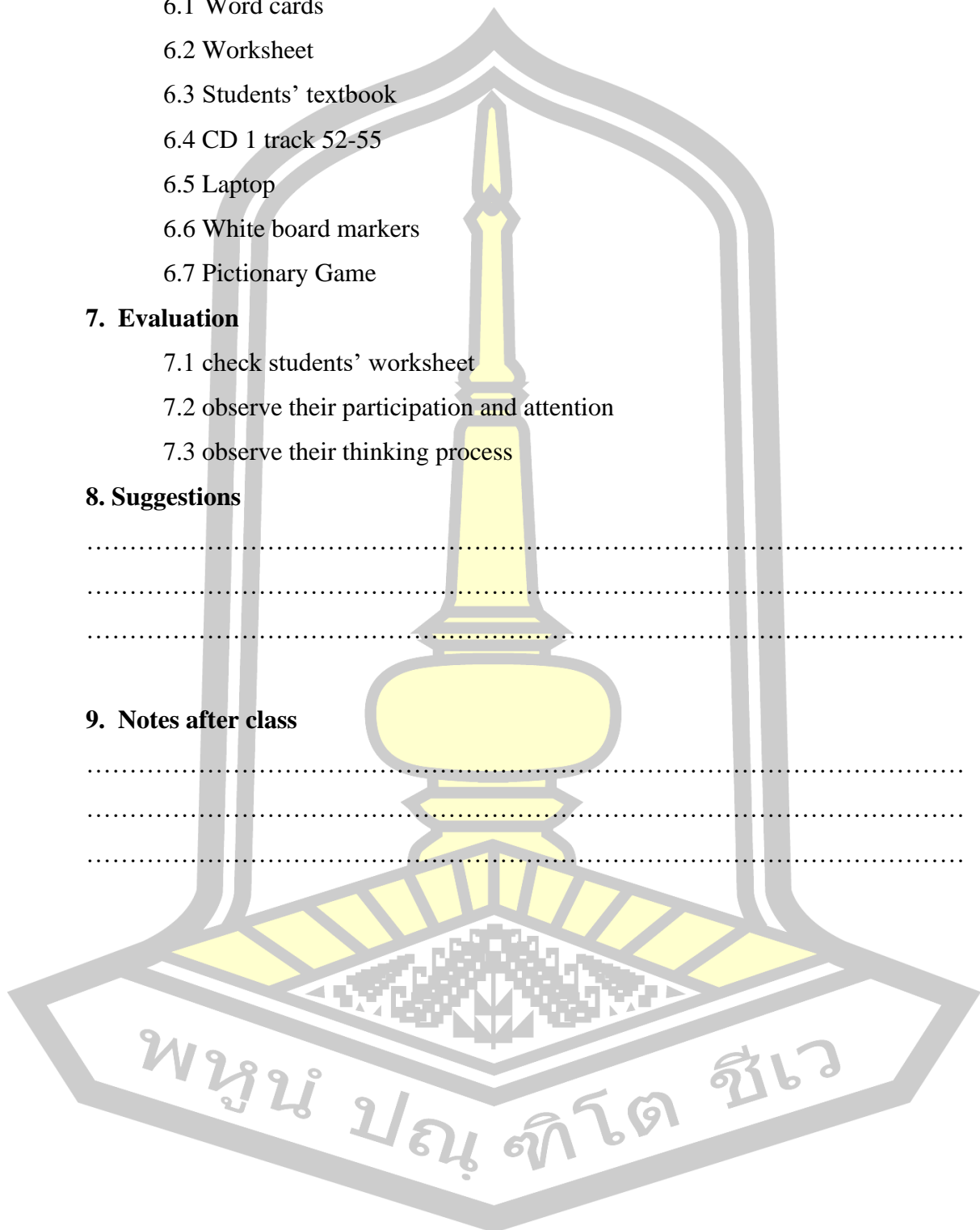
.....

9. Notes after class

.....

.....

.....



10. Signing

- Approval to teach
- Suggestions
- Revise the lesson plans according to the comments

.....

.....

.....

(.....)

The Head of Academic Department

- Approval to teach
- Suggestions
- Revise the lesson plans according to the comments

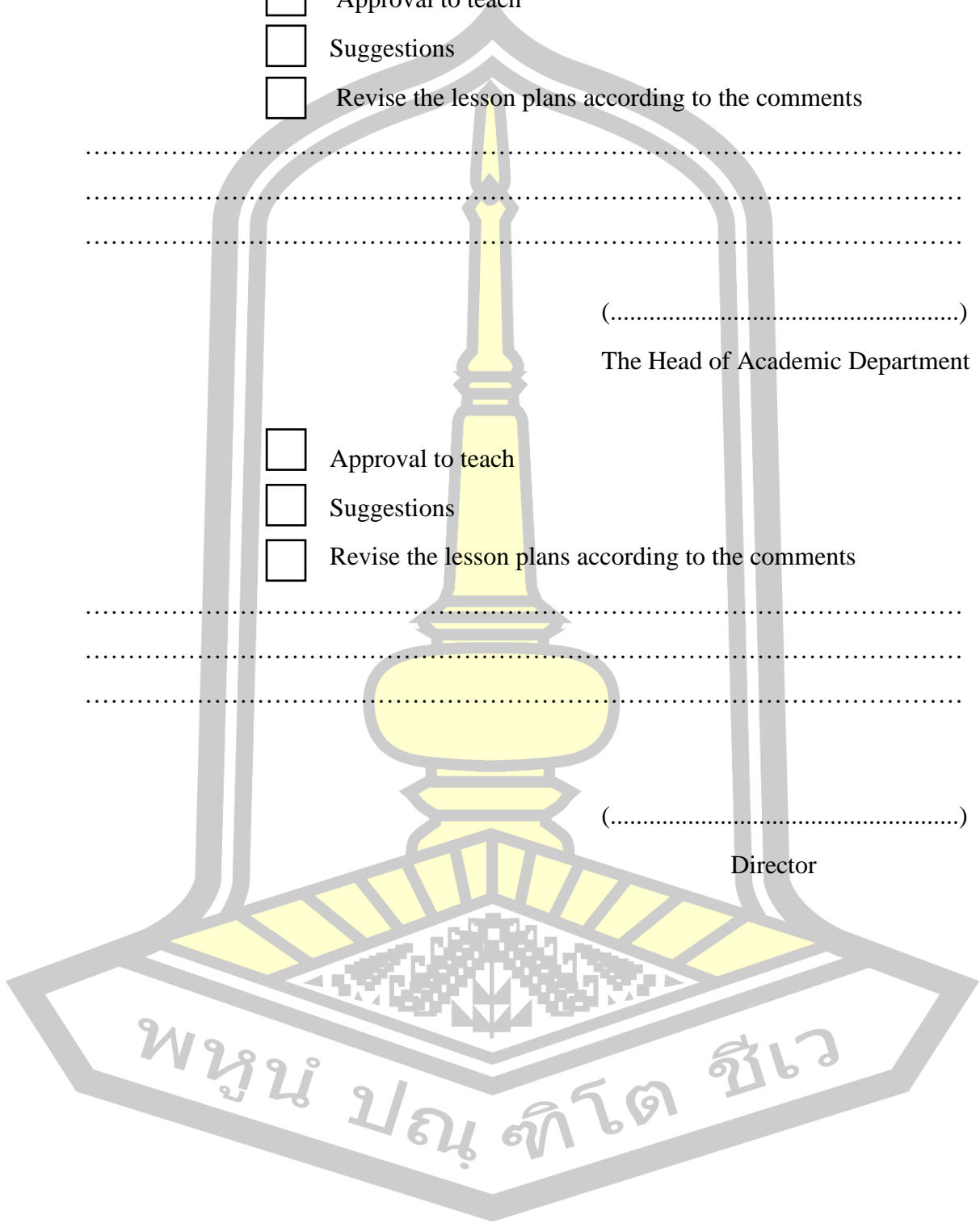
.....

.....

.....

(.....)

Director



Pictionary Game

Objective: To practice new vocabulary

Time: 10 minutes

Characteristics: drawing game, nonverbal game, vocabulary game for young learners, spelling

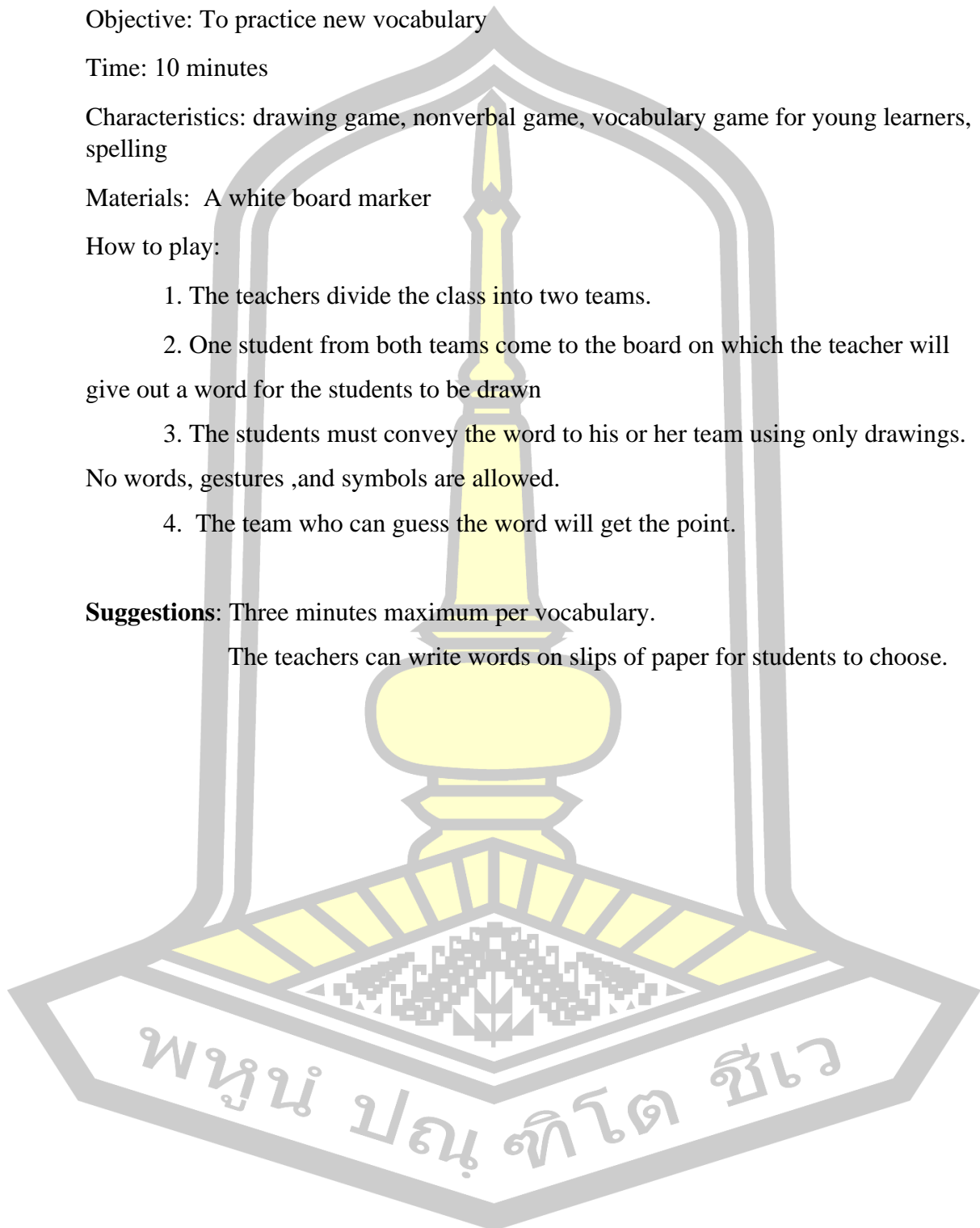
Materials: A white board marker

How to play:

1. The teachers divide the class into two teams.
2. One student from both teams come to the board on which the teacher will give out a word for the students to be drawn
3. The students must convey the word to his or her team using only drawings. No words, gestures ,and symbols are allowed.
4. The team who can guess the word will get the point.

Suggestions: Three minutes maximum per vocabulary.

The teachers can write words on slips of paper for students to choose.



Worksheet 3



Directions: Read the passage and choose the words to fill in the blanks.

Covid19: Natural DIY fruits and veggie cleaner

baking powder vinegar
 water
 reduces toxins
 soak grow

Although there is no significant evidence to prove that corona virus can spread through fruits and vegetables, we have to wash fruit and vegetables that we get from the market. There are right ways to clean fruit and vegetables. For starters, wash your fruits and vegetables in running for 3-5 minutes. Thistoxins by 54-63%. Next, take a large container like a bowl for kneading dough and add warm water in it. Then the washed fruits and vegetables in for a good 10-15 minutes. One of the most effective methods is to prepare one tablespoon in a large utensil filled with warm water. Stir well and soak your fruit and vegetables for about 20-30 minutes. After that, pour in water and put in one tablespoon salt or one tablespoon Immerse the produce for 15 minutes. Wash them after soaking. This can kill most of germs and wash out most ofThe best way to save from toxins is to your own vegetables.

Answer Key



Directions: Read the passage and choose the words to fill in the blanks.

Covid19: Natural DIY fruits and veggie cleaner

baking powder vinegar
 water
 reduces toxins
 soak grow

Although there is no significant evidence to prove that corona virus can spread through fruits and vegetables, we have to wash fruit and vegetables that we get from the market. There are right ways to clean fruit and vegetables. For starters, wash your fruits and vegetables in running **water** for 3-5 minutes. This **reduces** toxins by 54-63%. Next, take a large container like a bowl for kneading dough and add warm water in it. Then **soak** the washed fruits and vegetables in for a good 10-15 minutes. One of the most effective methods is to prepare one tablespoon **baking powder** in a large utensil filled with warm water. Stir well and soak your fruit and vegetables for about 20-30 minutes. After that, pour in water and put in one tablespoon salt or one tablespoon **vinegar**. Immerse the produce for 15 minutes. Wash them after soaking. This can kill most of germs and wash out most of **toxins**. The best way to save from

Part 2 : Students' Satisfaction

Directions: Please answer by checking (✓) sincerely according to your opinions.

5 = Most satisfied

4 = Very satisfied

3 = Average satisfied

2 = Less satisfied

1 = Least satisfied

Statements	Levels of Perceptions				
	5	4	3	2	1
1. Games made the lessons more interesting.					
2. Games were suitable for my level.					
3. Games were relevant to the content of the lessons.					
4. Games encouraged me to use English more.					
5. Games helped me practice vocabulary meaningfully in class.					
6. Games helped me work in group and learn with others					
7. Games helped me to be confident to use vocabulary appropriately.					
8. Games helped me learn vocabulary with more enjoyment.					
9. The teacher should bring games to teach vocabulary.					
10. I think that games helped me in vocabulary learning better than repetition method.					

พหุ ประถมศึกษา

Part 3 : Additional Opinions

Directions: Write your opinions or suggestions about learning English vocabulary through games.

1. Please give your opinions on advantages towards learning vocabulary through games.

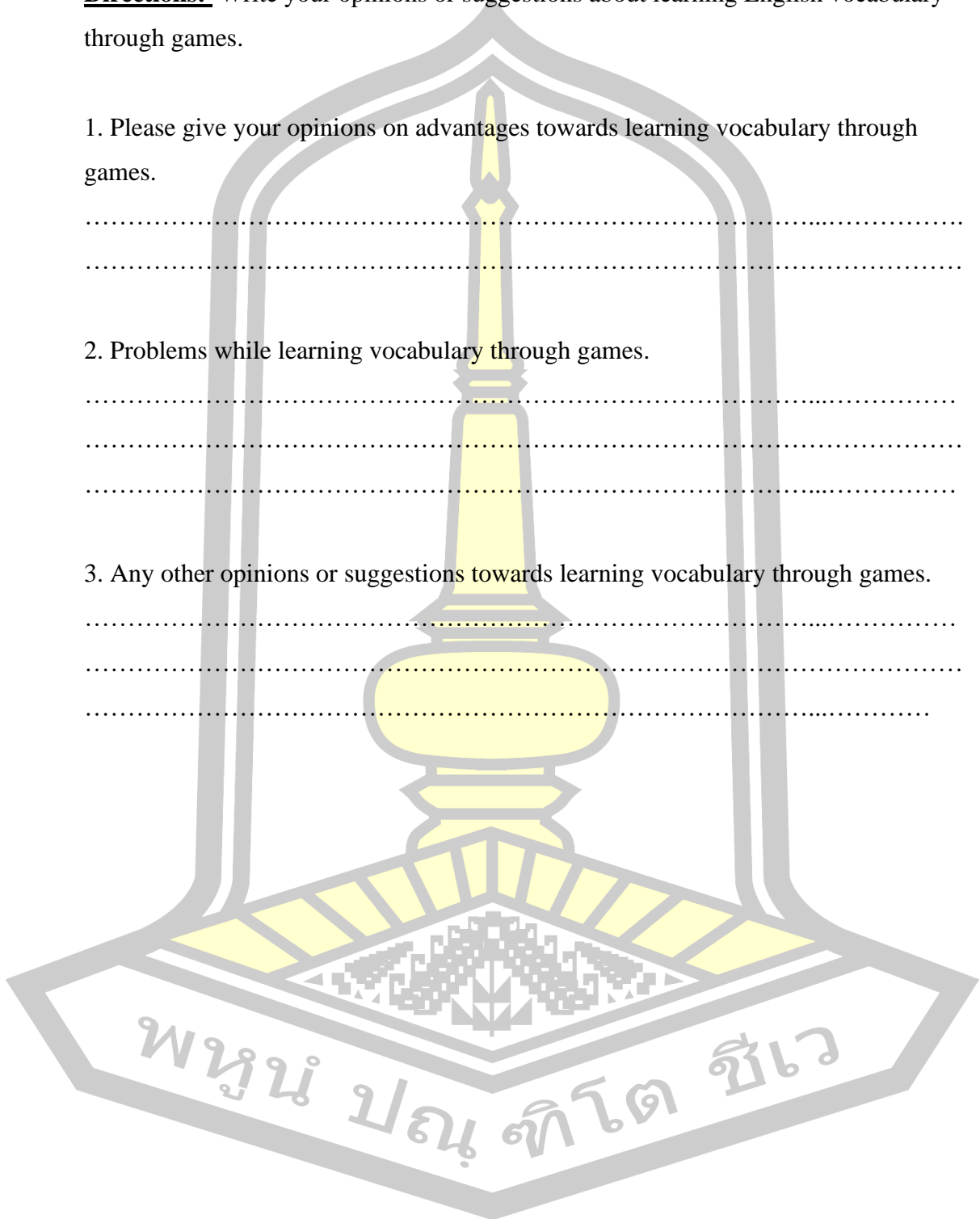
.....

2. Problems while learning vocabulary through games.

.....

3. Any other opinions or suggestions towards learning vocabulary through games.

.....



Vocabulary Achievement Test

Fundamental English (E16101) Grade 6

Buriram Rajabhat University Demonstration School

Controlled by Ministry of Higher Education, Science, Research and
Innovation

Semester two, Academic Year 2020

Time: 60 minutes

Name Class no.

Part 1 Reading

Direction: choose the best answer

- | | |
|---|---|
| <p>1. Who can put out the fire?</p> <p>a. the hares b. the horses</p> <p>c. the squirrels d. the elephants</p> <p>2. Why did the hare laugh at the tortoise?</p> <p>a. The tortoise couldn't swim.</p> <p>b. The tortoise walked slowly.</p> <p>c. The tortoise slept under a tree.</p> <p>d. The tortoise would race with him.</p> <p>3. Who was the bridge for the others?</p> <p>a. the python b. the tortoise</p> <p>c. the crocodile d. the hare</p> <p>4. Who smelled the smoke of fire first?</p> <p>a. the hare b. the tortoise</p> <p>c. the crocodile d. the python</p> | <p>5. What did the hare and the tortoise do when they were at the line?</p> <p>a. They had a race up to the hill</p> <p>b. They walked slowly to the hill.</p> <p>c. They slept under the tree.</p> <p>d. They bowed to each other.</p> <p>6. Who is the fastest runner in the story?</p> <p>a. the tortoise b. the hare</p> <p>c. the crocodile d. the elephant</p> <p>7. Where did the story happen?</p> <p>a. the forest b. the jungle.</p> <p>c. the hill d. the lane</p> <p>8. Who helped the other animals cross the river?</p> <p>a. the birds b. the crocodiles</p> <p>c. the elephants d. the squirrels</p> <p>9. What word has the same meaning as "forest"?</p> <p>a. splash b. river</p> <p>c. jungle d. together</p> |
|---|---|

10. What will happen next?
- a. The fire still burns.
 - b. The animals stop singing.
 - c. The forest will be safe.
 - d. The elephant becomes the king of the forest.

Part 2 Meaning

Direction: From item 11-30, choose the correct answer to each picture



11. Which one is correct?
- a. have a cold
 - b. have a cough
 - c. have a diarrhoea
 - d. have constipation

12. Lime juice is good for _____.

- a. colds and coughs
- b. staying healthy
- c. strong teeth
- d. seeing well in the dark.



13. Which one is correct?
- a. have diarrhoea
 - b. have smooth skin
 - c. have constipation
 - d. have bleeding gums



14. Which one is correct?
- a. have diarrhoea
 - b. want to see well
 - c. have a constipation
 - d. have bleeding gum



15. A guava helps you to stop _____.
- a. diarrhoea
 - b. constipation
 - c. cold
 - d. cough



16. _____ is good for cold and coughs.

- a. tamarind
- b. carrot
- c. lime juice
- d. coconut juice



17. He has a _____.
- a. toothache
 - b. cough
 - c. diarrhoea
 - d. cold



18. I _____ twice a day.
 a. brush my teeth b. wash my face
 c. take a shower d. exercise



19. The pumpkin became a _____.
 a. cart b. sandal
 c. carriage d. glass slipper



20. _____
 a. wake up b. get dressed
 c. have breakfast d. take a shower



21. _____
 a. peel off the vegetables
 b. grow the vegetables
 c. wash the vegetables
 d. soak the vegetables



22. Cinderella wears _____.
 a. glass slippers b. boots
 c. stockings d. sandals



23. The fairy pointed her _____.
 a. magic wand b. scepter
 c. finger d. stick

24. Cinderella lived with her cruel _____.



- a. stepmother b. father
 c. mother d. grandmother



25. I _____ every day.
 a. get dressed b. make the bed
 c. wash my hair d. exercise



26. What is this?
 a. shoes b. glass slippers
 c. shorts d. sandals

Part 3 Word Usage

Direction: From item 27-50, choose the appropriate word to fill in the gaps.

27. Germans brought the first _____ to America in around 1700.

- a. plants b. real trees
 c. Santa Claus d. Christmas tree

28. Cinderella went home suddenly. It was _____!

- a. evening b. midday
 c. midnight d. afternoon

29. Christian people put plants in their home in the cold dark _____ before.

- a. summer b. spring
 c. winter d. autumn

30. Sometimes, people _____ green branches over a door.

- a. hung b. grew
c. brought d. used

30. Sometimes, people _____ green branches over a door.

- a. hung b. grew
c. brought d. used

31. Saint Nicholas was very kind and liked to give _____ to the poor, especially children.

- a. roses b. toys
c. gifts d. money

32. Green _____ helped Christians think of springtime.

- a. trees b. plants
c. boughs d. flowers

33. Saint Nicholas's parents _____ when he was young.

- a. added b. lived
c. died d. dropped

34. After Nicholas died, he became a _____.

- a. priest b. saint
c. bishop d. Santa Claus

35. Cinderella did all the housework and _____ for everyone.

- a. mopped b. dressed
c. cared d. invited

36. Saint Nicholas grew up in a _____.

- a. monastery b. church
c. castle d. temple

37. Sometimes, Santa Claus threw gold into _____.

- a. fireplace b. bags
c. socks d. stocking

38. Julius Caesar _____ the new year to the 1st of January.

- a. announced b. started
c. moved d. celebrated

39. People in Babylon _____ the New Year around 2000 BC.

- a. added b. moved
c. celebrated d. changed

40. The wintertime is about December to _____.

- a. March b. January
c. February d. April

*** Good luck for your test****

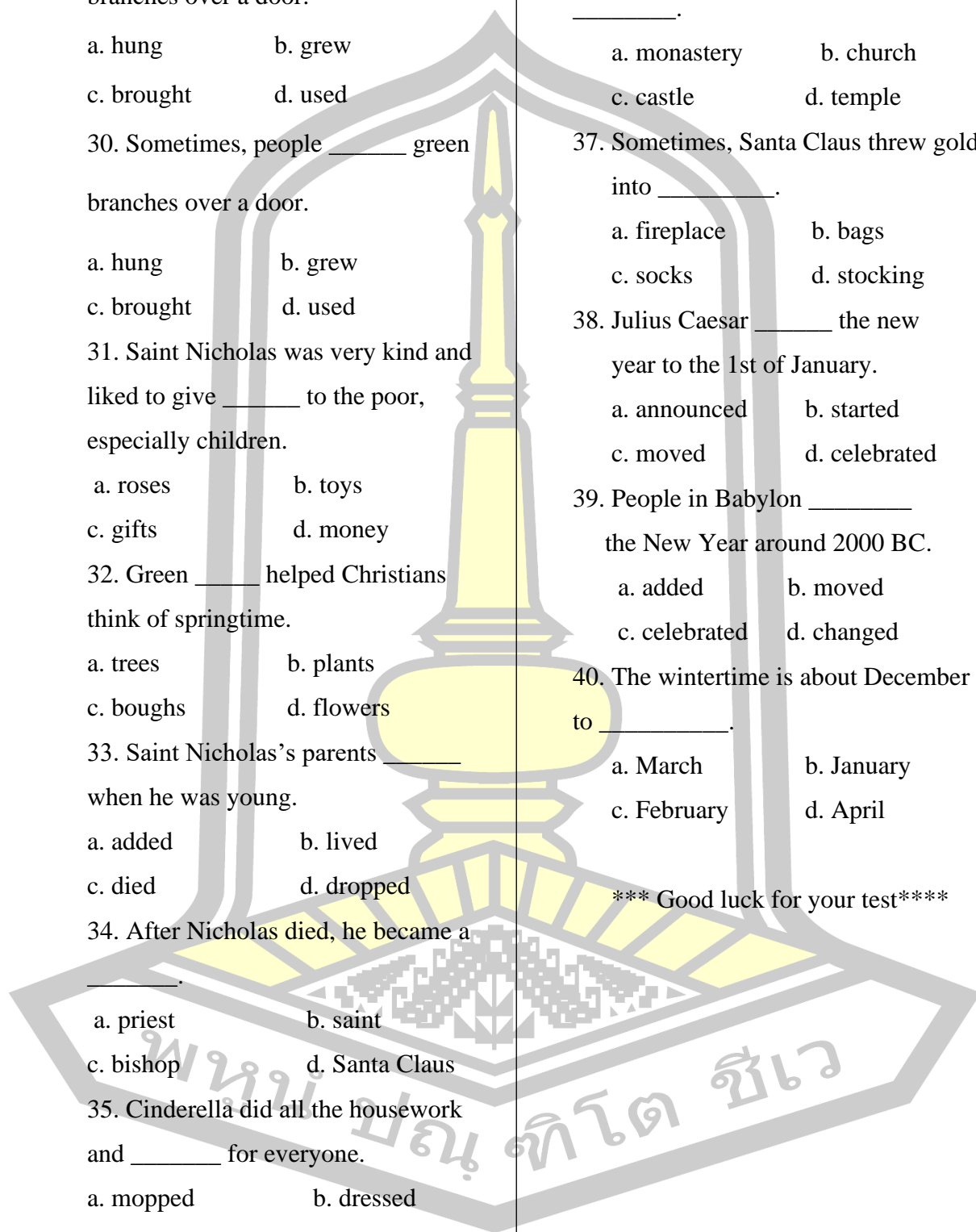













Table 3 The Results of IOC Assessment for Vocabulary Achievement Test**Assessed by Three Experts.**





Indicators	Questions	Experts' Opinion			total	IOC	result
		1 st	2 nd	3 rd			
F1.1 G.6/4 Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	1. Who is the fastest runner in the story? a. the hare b. the tortoise c. the crocodile d. the elephant	+1	+1	+1	3	1	pass
	2. Where did the story happen? a. the hill b. the lane c. the forest d. the jungle	+1	+1	+1	3	1	pass
	3. Who was the bridge for the others? a. the hare b. the python c. the tortoise d. the crocodile	+1	+1	+1	3	1	pass
	4. Who smelled the smoke of fire first? a. the hare b. the tortoise c. the python d. the crocodile	+1	+1	+1	3	1	pass
	5. What did the hare and the tortoise do when they were at the line? a. They slept under the tree. b. They bowed to each other. c. They had a race up to the hill. d. They walked slowly to the hill.	+1	+1	+1	3	1	pass

Indicators	Questions	Experts' Opinion			total	IOC	result
		1 st	2 nd	3 rd			
F1.1 G.6/4 Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	6. Who can put out the fire? a. the hare b. the horses c. the elephants d. the squirrels	+1	+1	+1	3	1	pass
	7. Why did the hare laugh at the tortoise? a. The tortoise couldn't swim. b. The tortoise walked slowly c. The tortoise slept under a tree. d. The tortoise would race with him.	+1	+1	+1	3	1	pass
	8. What will happen next? a. The fire still burns. b. The forest will be safe. c. The animals stop singing. d. The elephant becomes the king of the forest.	+1	+1	+1	3	1	pass
	9. What word has the same meaning as "forest"? a. river b. splash c. jungle d. together	+1	+1	+1	3	1	pass
	10. Who helped the other animals cross the river? a. the birds b. the squirrel c. the elephants d. the crocodile	+1	+1	+1	3	1	pass

Indicators	Questions	Experts' Opinion			total	IOC	result
		1 st	2 nd	3 rd			
F1.1 G.6/3 Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	11.  a. have a cough b. have a cold c. have diarrhoea d. have constipation	+1	+1	+1	3	1	pass
F3.1 G.6/1. Search for and collect the terms related to other learning areas from learning sources, and present them through speaking/ writing.	12. Lime juice is good for _____. a. strong teeth b. staying healthy c. colds and coughs d. seeing well in the dark.	+1	+1	+1	3	1	pass
F1.1 G.6/3 Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	13.  a. have diarrhoea b. have smooth skin c. have constipation d. have bleeding gums	+1	+1	+1	3	1	pass
F1.1 G.6/3 Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	14.  a. have diarrhoea b. want to see well c. have constipation d. have bleeding gums	+1	+1	+1	3	1	pass

Indicators	Questions	Experts' Opinion			total	IOC	result
		1 st	2 nd	3 rd			
F1.1 G.6/3 Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	 <p>15. A guava helps you to stop _____.</p> <p>a. cold b. cough c. diarrhoea d. constipation</p>	+1	+1	+1	3	1	pass
F1.1 G.6/3 Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	 <p>16. _____ is good for cold and coughs.</p> <p>a. lime juice b. carrot c. tamarind d. coconut juice</p>	+1	+1	+1	3	1	pass
	 <p>17. He has a _____.</p> <p>a. cold b. cough c. constipation d. toothache</p>	+1	+1	+1	3	1	pass
	 <p>18. I _____ twice a day.</p> <p>a. exercise b. wash my face c. take a shower d. brush my teeth</p>	+1	+1	+1	3	1	pass

Indicators	Questions	Experts' Opinion			total	IOC	result
		1 st	2 nd	3 rd			
F1.1 G.6/3 Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	 19. I _____ every day. a. exercise b. wash my hair c. make the bed d. get dressed	+1	+1	+1	3	1	pass
	 20. a. wake up b. get dressed c. have breakfast d. take a shower	+1	+1	+1	3	1	pass
	 21. a. soak the vegetables b. wash the vegetables c. grow the vegetables d. peel off the vegetables	+1	+1	+1	3	1	pass
	 22. Cinderella wears _____. a. sandals b. boots c. stockings d. glass slippers	+1	+1	+1	3	1	pass

Indicators	Questions	Experts' Opinion			total	IOC	result
		1 st	2 nd	3 rd			
F1.1 G.6/3 Choose/specify the sentences or short texts corresponding to the meanings of symbols or signs read.	23. The fairy pointed her  _____. a. stick b. fingers c. scepter d. magic wand	+1	+1	+1	3	1	pass
	24. Cinderella lived with her cruel  _____. a. father b. mother c. stepmother d. grandmother	+1	+1	+1	3	1	pass
	25. The pumpkin became a  _____. a. cart b. sandal c. carriage d. glass slipper	+1	+1	+1	3	1	pass
	26. What is this?  a. shoes b. sandals c. shorts d. glass slippers	+1	+1	+1	3	1	pass
F1.1 G.6/4 Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	27. Cinderella did all the housework and _____ for everyone. a. invited b. cared c. dressed d. mopped	+1	+1	+1	3	1	pass

Indicators	Questions	Experts' Opinion			total	IOC	result
		1 st	2 nd	3 rd			
F1.1 G.6/4 Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	28. Cinderella went home suddenly. It was _____! a. midnight b. midday c. evening d. morning	+1	+1	+1	3	1	pass
	29. Saint Nicholas grew up in a _____. a. church b. temple c. castle d. monastery	+1	+1	+1	3	1	pass
	30. Sometimes, Santa Claus threw gold into _____. a. socks b. bags c. fireplace d. stockings	+1	+1	+1	3	1	pass
	31. Saint Nicholas was very kind and liked to give _____ to the poor. a. roses b. gifts c. toys d. money	+1	+1	+1	3	1	pass
	32. After Nicholas died, he became a _____. a. saint b. priest c. bishop d. Santa Claus	+1	+1	+1	3	1	pass

Indicators	Questions	Experts' Opinion			total	IOC	result
		1 st	2 nd	3 rd			
F1.1 G.6/4 Tell the main idea and answer questions from listening to and reading dialogues, simple tales and stories.	33. Saint Nicholas's parents _____ when he was young. a. lived b. died c. gave d. became	+1	+1	+1	3	1	pass
F2.1 G.6/2. Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers.	34. Green _____ helped Christians think of springtime. a. trees b. plants c. boughs d. flowers	+1	+1	+1	3	1	pass
	35. Germans brought the first _____ to America in around 1700. a. plants b. real trees c. Santa Claus d. Christmas tree	+1	+1	+1	3	1	pass
	36. Christian people put plants in their home in the cold dark _____ before. a. summer b. spring c. winter d. autumn	+1	+1	+1	3	1	pass
	37. Sometimes, people _____ green branches over a door. a. hung b. grew c. brought d. used	+1	+1	+1	3	1	pass

Indicators	Questions	Experts' Opinion			total	IOC	result
		1 st	2 nd	3 rd			
F2.1 G.6/2 Give data about the festivals/ important days/ celebrations/ lifestyles of native speakers	38. Julius Caesar _____ the new year to the 1st of January. a. started b. began c. moved d. celebrated	+1	+1	+1	3	1	pass
	39. People in Babylon _____ the New Year around 2000 BC. a. moved b. changed c. began d. celebrated	+1	+1	+1	3	1	pass
	40. The wintertime is about December to _____. a. January b. February c. March d. April	+1	+1	+1	3	1	pass

Opinion Level

+1 = most appropriate

0 = Average appropriate

1 = Less appropriate

1st = The first expert2nd = The second expert3rd = The third expert

มหาวิทยาลัยเทคโนโลยีพระจอมเกล้าธนบุรี
ปณ. ทีโตน ชีเว

Signing for the results of vocabulary test assessment



(Dr. Kovit Vajarintarangoon)

Director of Buriram Rajabhat University
Demonstration School



(Dr. Bunphot Wongthongcharoen)

The Head of Technology and Educational
Innovation , Buriram Rajabhat University



(Dr. Sineenat Wattanasuk)

The Head of English Program of Education Faculty
Buriram Rajabhat University

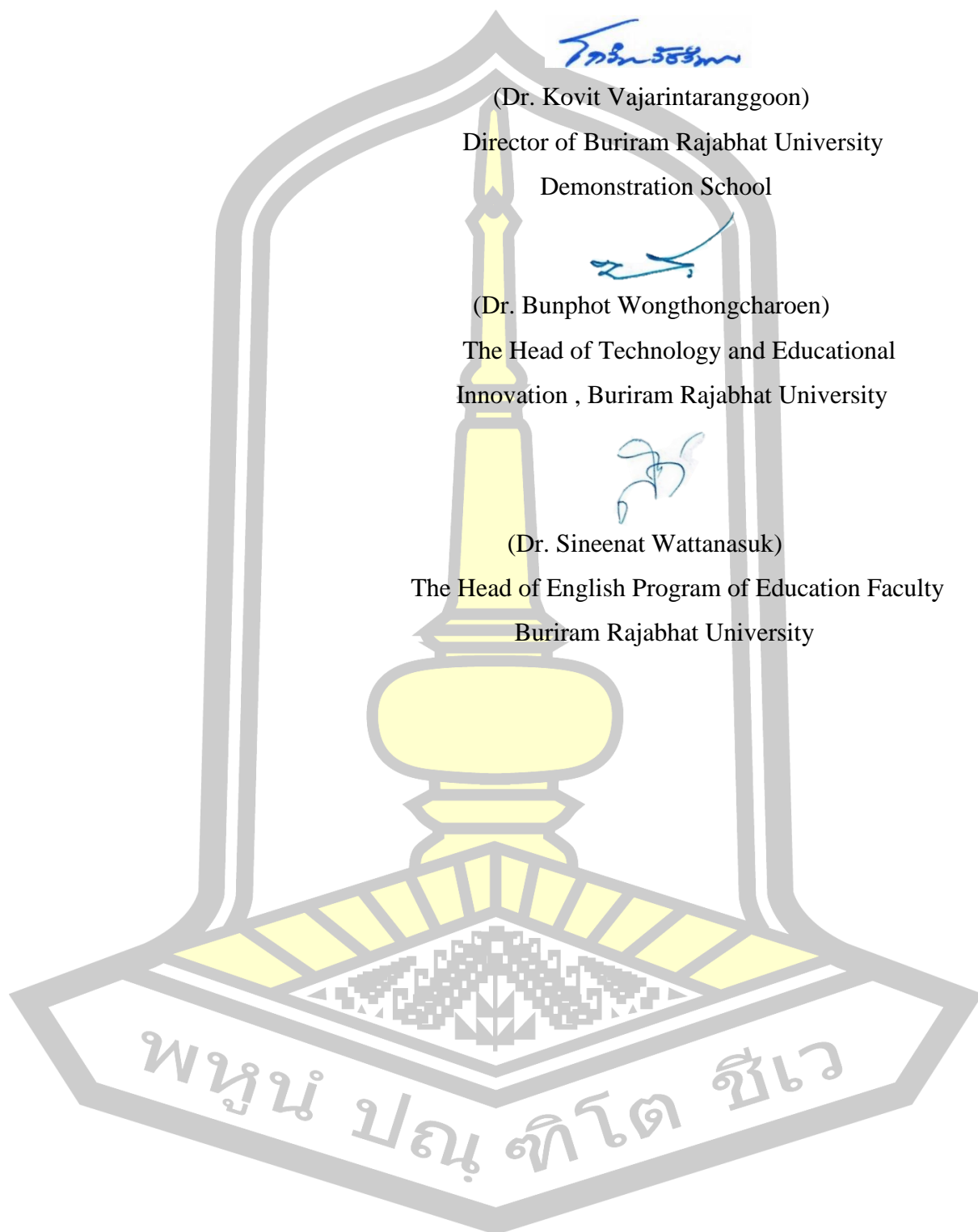
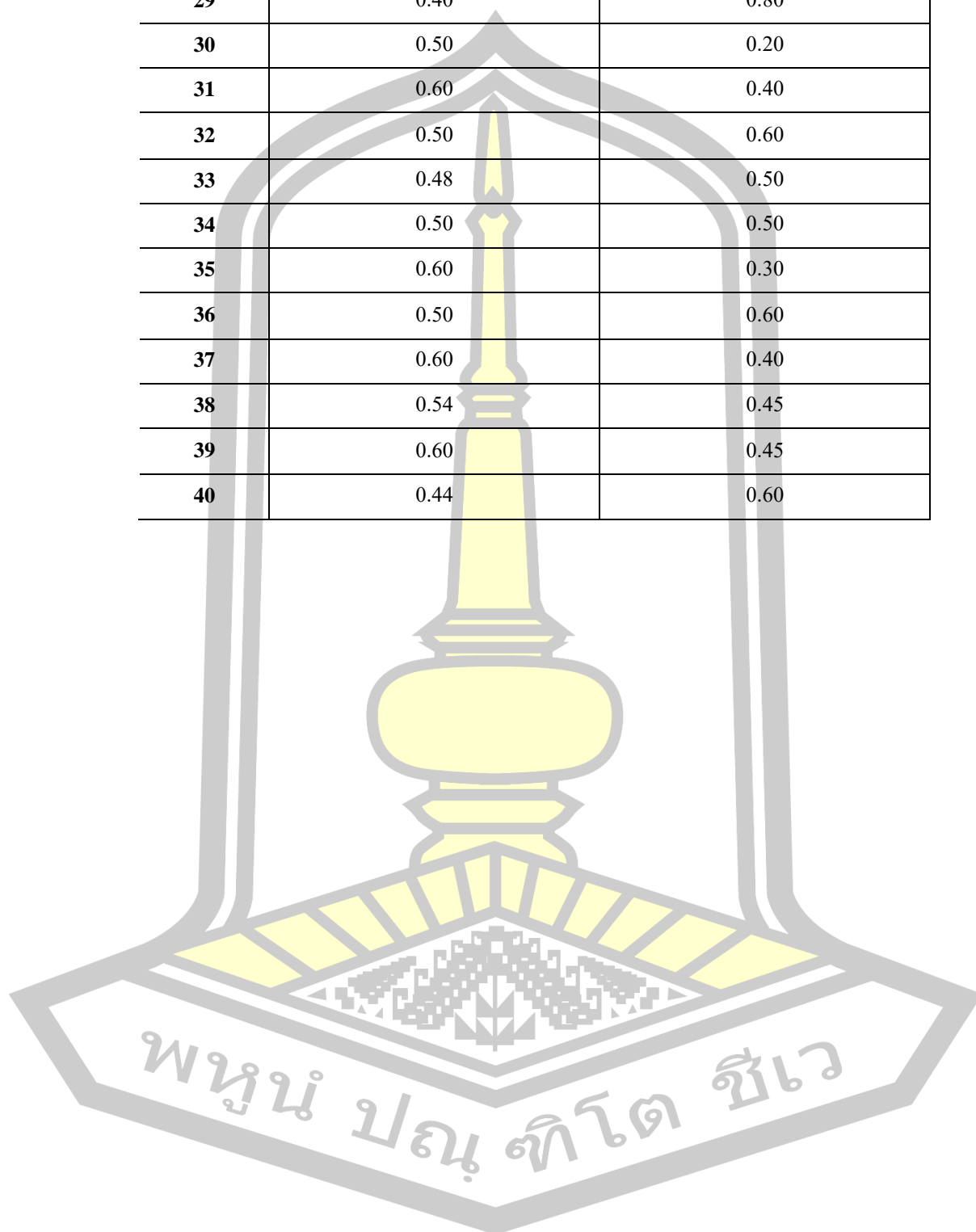


Table 4 Difficulty Value (p), Discrimination Power (r) of the Vocabulary Test

Items	Difficulty Value (p)	Discrimination Power (r)
1	0.80	0.40
2	0.20	0.40
3	0.70	0.60
4	0.60	0.40
5	0.30	0.20
6	0.80	0.40
7	0.40	0.40
8	0.80	0.40
9	0.70	0.60
10	0.70	0.20
11	0.40	0.40
12	0.70	0.60
13	0.70	0.60
14	0.40	0.40
15	0.80	0.40
16	0.80	0.40
17	0.60	0.80
18	0.70	0.60
19	0.50	0.60
20	0.80	0.40
21	0.70	0.20
22	0.40	0.80
23	0.60	0.80
24	0.30	0.20
25	0.60	0.40
26	0.20	0.40
27	0.20	0.40
28	0.60	0.80

Items	Difficulty Value (p)	Discrimination Power (r)
29	0.40	0.80
30	0.50	0.20
31	0.60	0.40
32	0.50	0.60
33	0.48	0.50
34	0.50	0.50
35	0.60	0.30
36	0.50	0.60
37	0.60	0.40
38	0.54	0.45
39	0.60	0.45
40	0.44	0.60



Part 2 : Students' Satisfaction

Directions: Please answer by checking (✓) sincerely according to your opinions.

- 5 = Most satisfied
 4 = Very satisfied
 3 = Average satisfied
 2 = Less satisfied
 1 = Least satisfied

Statements	Levels of Satisfaction				
	5	4	3	2	1
1. Contents					
1.1 Games were suitable for my level.					
1.2 Games made the lessons more interesting.					
1.3 Games were relevant to the content of the lessons.					
1.4 Games helped me practice vocabulary meaningfully in class.					
1.5 Games encouraged me to use English more.					
1.6 Games helped me tell the meaning of vocabulary.					
2. Learning Management					
2.1 Games helped me work in group and learn with others.					
2.2 Games helped me remember vocabulary better.					
2.3 Games helped me to be confident to use vocabulary appropriately.					
2.4 The time for playing the games was suitable.					
3. Attitudes					
3.1 Games helped me learn vocabulary with more enjoyment.					
3.2 Games helped me love English more.					
3.3 The teacher should bring games to teach vocabulary.					
3.4 I think that games helped me in vocabulary learning					

better than repetition method.					
3.5 I think that using games to teach English language is important.					

Part 3 : Additional opinions

Directions: Write your opinions or suggestions about learning English vocabulary through games based on CIPPA Model.

1. Please give your opinions on advantages towards learning vocabulary through games

.....

.....

2. Problems while learning vocabulary through games

.....

.....

.....

3. Any other opinions or suggestions towards learning vocabulary through games.

.....

.....

.....

Thank you very much for your cooperation

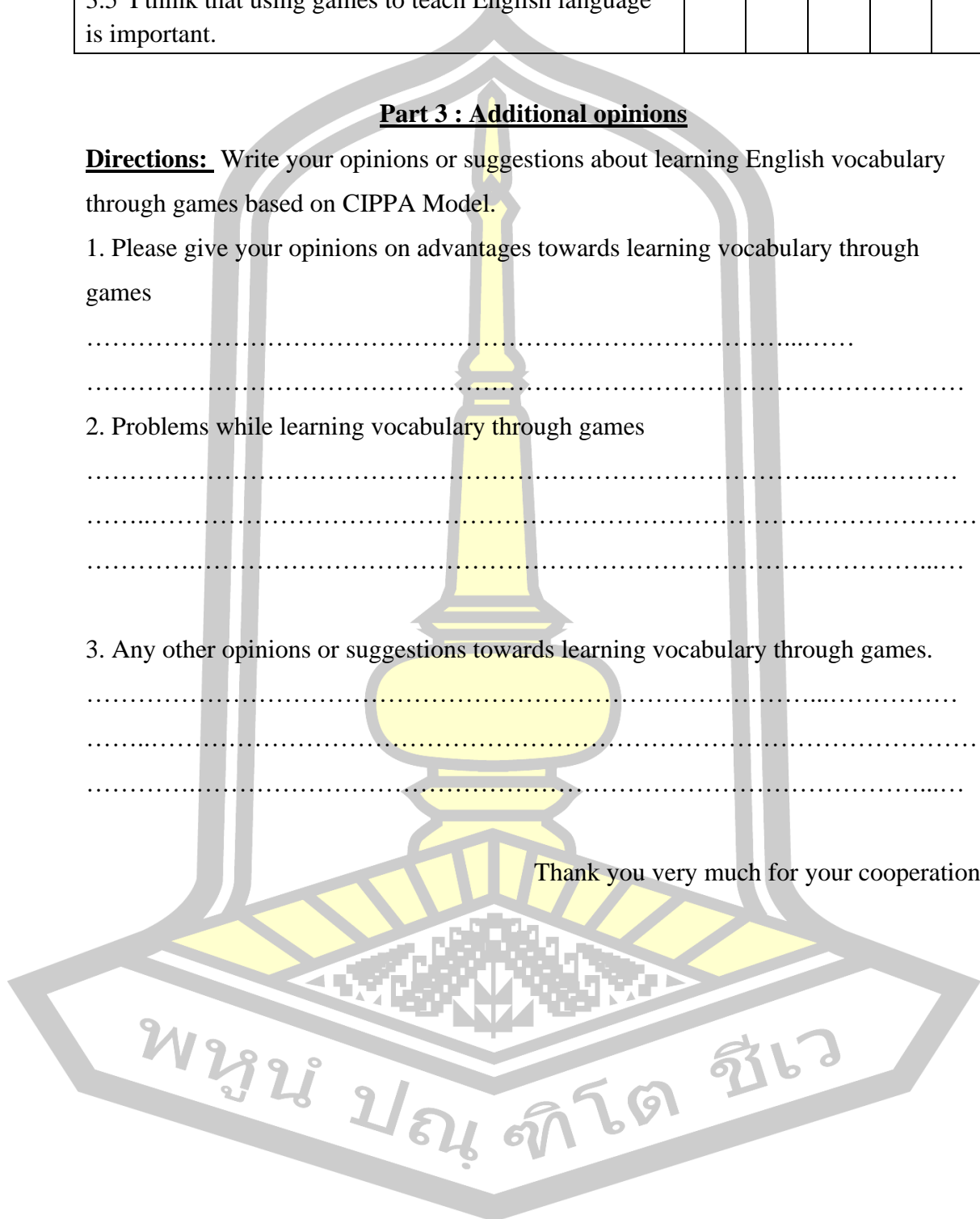


Table 5 The Results of the Questionnaire Assessment Using Likert Rating Scales**Assessed by the Three Experts.**

item	Experts' Opinions			total	\bar{x}	result
	1 st	2 nd	3 rd			
1.1	5	5	5	15	5.00	pass
1.2	5	5	5	15	5.00	pass
1.3	5	5	5	15	5.00	pass
1.4	5	5	5	15	5.00	pass
1.5	5	5	5	15	5.00	pass
1.6	5	5	5	15	5.00	pass
2.1	5	5	5	15	5.00	pass
2.2	5	4	5	14	4.67	pass
2.3	5	5	5	15	5.00	pass
2.4	5	5	4	14	4.67	pass
3.1	5	5	5	15	5.00	pass
3.2	5	5	5	15	5.00	pass
3.3	5	2	5	12	4.00	pass
3.4	5	5	5	15	5.00	pass
3.5	5	4	5	14	4.67	pass
				total \bar{x}	4.87	

Interpretation of Opinion Level

4.51 – 5.00 most appropriate

3.51 – 4.50 very appropriate

2.51 – 3.50 average appropriate

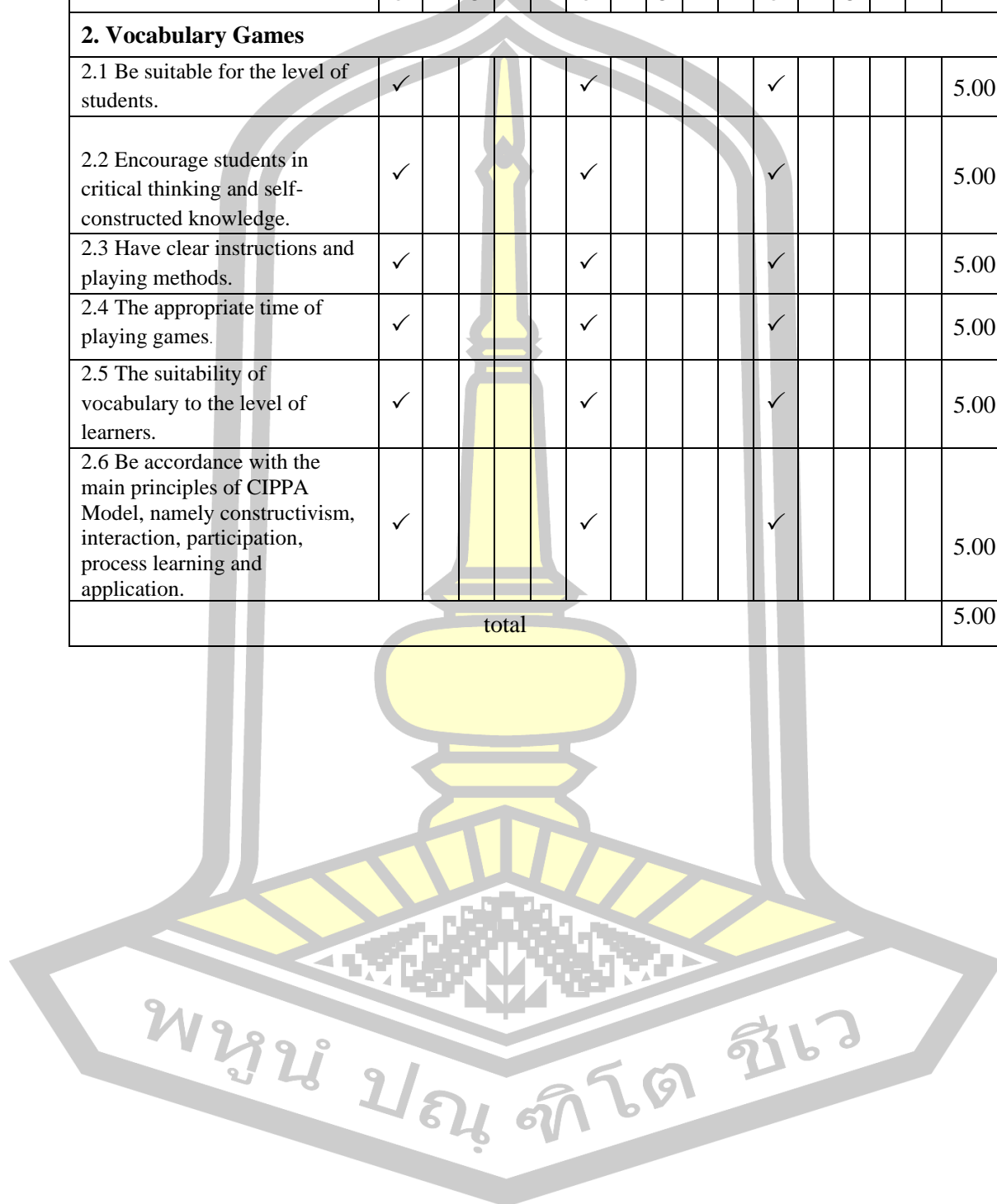
1.51 – 2.50 less appropriate

1.00 – 1.50 least appropriate

Table 6 The Results of the Lesson Plans Assessment Using Likert Rating Scales**Assessed by the Three Experts.**

Assessment	The 1 st Expert's Opinion					The 2 nd Expert's Opinion					The 3 rd Expert's Opinion					\bar{x}	result
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1		
1. Lesson Plans Based on CIPPA Model																	
1.1 Determine learning standards/indicators/ complete objectives (cognitive domain, psychomotor domain, affective domain).	✓					✓					✓					5.00	pass
1.2 Correspond to the specified contents.	✓					✓					✓					5.00	pass
1.3 Contain all important elements that are connected to each other.	✓					✓					✓					5.00	pass
1.4 Learning objectives are clear and cover all contents.	✓					✓					✓					5.00	pass
1.5 Learning activities are relevant to CIPPA Instructional Model.	✓					✓					✓					5.00	pass
1.6 Learning activities are relevant to objectives and appropriate for the level of students.	✓					✓					✓					5.00	pass
1.7 Activities are varied and focus on learners.	✓					✓					✓					5.00	pass
1.8 Set time appropriate to contents.	✓					✓					✓					5.00	pass
1.9 Equipment, materials or learning resources are appropriate for lessons and contents.	✓					✓					✓					5.00	pass
1.10 Assessment and evaluation are in consistency with objectives.	✓					✓					✓					5.00	pass

Assessment	The 1 st Expert's Opinion					The 2 nd Expert's Opinion					The 3 rd Expert's Opinion					\bar{x}	result
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1		
2. Vocabulary Games																	
2.1 Be suitable for the level of students.	✓					✓					✓					5.00	pass
2.2 Encourage students in critical thinking and self-constructed knowledge.	✓					✓					✓					5.00	pass
2.3 Have clear instructions and playing methods.	✓					✓					✓					5.00	pass
2.4 The appropriate time of playing games.	✓					✓					✓					5.00	pass
2.5 The suitability of vocabulary to the level of learners.	✓					✓					✓					5.00	pass
2.6 Be accordance with the main principles of CIPPA Model, namely constructivism, interaction, participation, process learning and application.	✓					✓					✓					5.00	pass
total															5.00	pass	



Formal Letter

The Letter Asking Permission to Collect Data for the Research Project



ที่ อว ๐๖๐๕.๗/๑๖๕

คณะมนุษยศาสตร์และสังคมศาสตร์
มหาวิทยาลัยมหาสารคาม
ตำบลขามเรียง อำเภอกันทรวิชัย
จังหวัดมหาสารคาม ๔๔๑๕๐

๒๑ มกราคม ๒๕๖๔

เรื่อง ขอความอนุเคราะห์เก็บข้อมูลเพื่อการวิจัย

เรียน อาจารย์ ดร.โกวิท วัชรินทรางกูร ผู้อำนวยการโรงเรียนสาธิตมหาวิทยาลัยราชภัฏบุรีรัมย์

ด้วย นายปารุสก งามสะพรั่ง นิสิตปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังทำวิทยานิพนธ์ “การใช้เกมที่ออกแบบตามรูปแบบการสอน CIPPA Model เพื่อพัฒนาผลการเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 ในชั้นเรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร การศึกษามหาบัณฑิต (กศ.ม.) โดยมี ผู้ช่วยศาสตราจารย์ ดร.อภิศักดิ์ สุขยั้ง เป็นประธานควบคุมวิทยานิพนธ์ และ ผู้ช่วยศาสตราจารย์ ดร.อินธิสาร ไชยสุข เป็นอาจารย์ที่ปรึกษาวิทยานิพนธ์

ในการทำวิทยานิพนธ์นี้ จำเป็นต้องเก็บข้อมูลกับกลุ่มตัวอย่างในองค์กรของท่าน ข้อมูลที่ได้รับจะไม่ส่งผลกระทบต่อองค์กรของท่าน จะใช้เพื่อการวิจัยเท่านั้น คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม ใคร่ขอความอนุเคราะห์จากท่านให้ นายปารุสก งามสะพรั่ง ดำเนินการเก็บข้อมูล ซึ่งจะเป็นประโยชน์ทางวิชาการต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดีและขอขอบคุณ ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.นิตยา วรรณกิติร์)

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์

โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑

Letter for Experts

The Letters Requesting to be the Experts for the Research Instruments



ที่ อว ๐๖๐๕.๓/๓๕๓

คณะมนุษยศาสตร์และสังคมศาสตร์
มหาวิทยาลัยมหาสารคาม
ตำบลขามเรียง อำเภอกันทรวิชัย
จังหวัดมหาสารคาม ๔๔๑๕๐

๑๙ มกราคม ๒๕๖๔

เรื่อง ขอความอนุเคราะห์ตรวจเครื่องมือในการเก็บข้อมูล

เรียน อาจารย์ ดร.โกวิท วชิรินทรางกูร

ด้วย นายปารุสก์ งามสะพรั่ง นิสิตปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์ และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังทำวิทยานิพนธ์ “การใช้เกมที่ออกแบบตามรูปแบบการสอน CIPPA Model เพื่อพัฒนาผลการเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 ในชั้นเรียน ภาษาอังกฤษในฐานะภาษาต่างประเทศ” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร การศึกษามหาบัณฑิต (กศ.ม.) โดยมี ผู้ช่วยศาสตราจารย์ ดร. อภิศักดิ์ สุขยั้ง เป็นประธานควบคุมวิทยานิพนธ์ คณะมนุษยศาสตร์ฯ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถและมีประสบการณ์ในเรื่องนี้เป็นอย่างดี ดังนั้นจึงขอความ อนุเคราะห์ท่านเป็นผู้เชี่ยวชาญในการตรวจเครื่องมือที่ใช้ในการวิจัยครั้งนี้ ก่อนที่ผู้วิจัยจะดำเนินการขั้นตอนต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าคงได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณ ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.นิตยา วรรณกิติ์)

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม



ที่ อว ๐๖๐๕.๓/๖๕

คณะมนุษยศาสตร์และสังคมศาสตร์
มหาวิทยาลัยมหาสารคาม
ตำบลขามเรียง อำเภอกันทรวิชัย
จังหวัดมหาสารคาม ๔๕๑๕๐

๑๕ มกราคม ๒๕๖๔

เรื่อง ขอความอนุเคราะห์ตรวจสอบเครื่องมือในการเก็บข้อมูล

เรียน อาจารย์ ดร.สินีนาม วัฒนสุข

ด้วย นายปารุสก์ งามสะพรั่ง นิสิตปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์ และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังทำวิทยานิพนธ์ “การใช้เกมที่ออกแบบตามรูปแบบการสอน CIPPA Model เพื่อพัฒนาผลการเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 ในชั้นเรียน ภาษาอังกฤษในฐานะภาษาต่างประเทศ” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร การศึกษามหาบัณฑิต (กศ.ม.) โดยมี ผู้ช่วยศาสตราจารย์ ดร. อภิศักดิ์ สุขขี เป็นประธานควบคุมวิทยานิพนธ์ คณะมนุษยศาสตร์ฯ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถและมีประสบการณ์ในเรื่องนี้เป็นอย่างดี ดังนั้นจึงขอความ อนุเคราะห์ท่านเป็นผู้เชี่ยวชาญในการตรวจสอบเครื่องมือที่ใช้ในการวิจัยครั้งนี้ ก่อนที่ผู้วิจัยจะดำเนินการขั้นต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณ ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.นิตยา วรรณกิตร์)

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์

โทรศัพท์ ๐-๔๓๗๕-๔๓๖๑



ที่ อว ๐๖๐๕.๓/๓๖๗

คณะมนุษยศาสตร์และสังคมศาสตร์
มหาวิทยาลัยมหาสารคาม
ตำบลขามเรียง อำเภอกันทรวิชัย
จังหวัดมหาสารคาม ๔๕๑๕๐

๑๕ มกราคม ๒๕๖๔

เรื่อง ขอความอนุเคราะห์ตรวจสอบเครื่องมือในการเก็บข้อมูล

เรียน อาจารย์ ดร.บรรพต วงศ์ทองเจริญ

ด้วย นายปารุสก์ งามสะพรั่ง นิสิตปริญญาโท สาขาวิชาการสอนภาษาอังกฤษ คณะมนุษยศาสตร์ และสังคมศาสตร์ มหาวิทยาลัยมหาสารคาม กำลังทำวิทยานิพนธ์ “การใช้เกมที่ออกแบบตามรูปแบบการสอน CIPPA Model เพื่อพัฒนาผลการเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 6 ในชั้นเรียน ภาษาอังกฤษในฐานะภาษาต่างประเทศ” ซึ่งเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร การศึกษามหาบัณฑิต (กศ.ม.) โดยมี ผู้ช่วยศาสตราจารย์ ดร. อภิศักดิ์ สุขยิ่ง เป็นประธานควบคุมวิทยานิพนธ์ คณะมนุษยศาสตร์ฯ พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ความสามารถและมีประสบการณ์ในเรื่องนี้เป็นอย่างดี ดังนั้นจึงขอความ อนุเคราะห์ท่านเป็นผู้เชี่ยวชาญในการตรวจสอบเครื่องมือที่ใช้ในการวิจัยครั้งนี้ ก่อนที่ผู้วิจัยจะดำเนินการขั้นต่อไป

จึงเรียนมาเพื่อโปรดพิจารณา คณะฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จากท่านด้วยดี และขอขอบคุณ ณ โอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.นิตยา วรรณกิตร์)

คณบดีคณะมนุษยศาสตร์และสังคมศาสตร์

ปฏิบัติราชการแทน อธิการบดีมหาวิทยาลัยมหาสารคาม

งานบัณฑิตศึกษา คณะมนุษยศาสตร์และสังคมศาสตร์

โทรศัพท์ ๐-๔๓๗๕-๔๓๖

BIOGRAPHY

NAME Parut Ngamsaprang

DATE OF BIRTH 28 March 1990

PLACE OF BIRTH Buriram

ADDRESS 11/10 Village No.1 Chumhed Sub-district Maung District
Buriram Province 31000

POSITION English Teacher

PLACE OF WORK Buriram Rajabhat University Demonstration School

EDUCATION (2020) Master of Education in English Language
Teaching, Maharakham University
(2020) Graduate Diploma Program in Teaching
Profession, Buriram Rajabhat University
(2012) Certificate of Professional Tourist Guide Training
Course Batch 5, Suan Dusit University
(2011) Bachelor of Art in English Major, Khon Kaen
University

