A Development of Learning Achievement in Memorizing English Vocabulary by Team – Game –Tournament (Tgt) Together with Blooket for Grade 6th Student of Anuban Phichit School

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Abstracts

The objectives of the research were 1) to create and find effective learning plans to improve memorizing English vocabulary skills using the TGT together with Blooket 2) to use the plan and compare the achievement of memorizing English vocabulary skills before and after teaching with TGT together with Blooket 3) to study the satisfaction of grade 6th student of Anuban Phichit School toward to use of learning plans to improve English vocabulary skills using the TGT together with Blooket. The forty-one sixth-grade students, selected by Simple random sampling, participated during 2nd semester of 2022. A one-group pre-test / post-test design was used. The research tools used consisted of Memorizing English Vocabulary by TGT together with Blooket lesson plans, with pre-test and post-test results compared statistically, and a students' satisfaction questionnaire. The lesson plans were evaluated by external experts who scored all components of the lesson plans at a high level. The results showed that the TGT together with Blooket technique was effective in developing Memorizing English vocabulary with the post-test scores being statistically significantly higher than the pre-test scores at p=0.05. Student satisfaction with learning English vocabulary using the TGT together with Blooket technique was at a high level ($\bar{x}$=3.86, S.D.=0.90)

Keywords: A Development of Learning Achievment; Memorizing English Vocabulary; Team–Game–Tournament (TGT) Together with Blooket

Introduction

In the modern world, where things have changed quickly especially in information and technology. Education in Thailand must be developed to keep pace with changes in today's society. Today's technology has come to help facilitate everyday life, whether it is various transportation that are faster and more diverse, choices for using various services including consumption that is extremely comfortable, receiving and sending messages with speed make communicating with friends or people abroad is not difficult anymore. These things make us unable to deny that technology has a huge impact on our lives.

The important communication tool that we use to learn about various new information technologies is language. The language that people around the world accept as common language is English. The Ministry of Education has realized the importance of English. The basic education curriculum was established in 2001 and English was one of the subjects in the foreign language learning curriculum, which was one of the eight basic learning groups since elementary school, in order to build a good foundation of using of English and focus on giving students the ability to use English for communication, seeking knowledge in various

fields, as well as being a guideline for further study at higher levels (Department of Curriculum and Instruction Development, 2541 : 1), Foreign language learning nowadays is focus on communication to develop 4 aspects of learner that is listening, speaking, reading and writing skills. In order to learn English well, student who know a lot of vocabulary and can use them correctly, They will get the better results (Rungrojnimitchai P, (2548 : 2), Vocabulary is the basic knowledge that is important for language learning. If the student does not have enough vocabulary will result in incomprehension and inability to communicate in that language. The knowledge of vocabulary and the ability to use words in various situations, It will help learners to have confidence in using the language, learning vocabulary according to the structure of the language along with the meaning of that word. Learners will be able to improve their language learning and arrange words more accurately (Allen, E.,D. and Vallete, R., M., 1977). Vocabulary teaching is very important in language learning because vocabulary is the starting point for developing listening, speaking, reading and writing skills. In the structure of the language that is the basis of language learning, learners will create phrases or sentences in speaking, writing, listening and reading. Vocabulary is a component of the message that is communicated.

Vocabulary teaching in Thailand has received little attention and neglect. It has caused many problems for students in many aspects. According to Samut Songkhramchawanich (2540), One of the great obstacles for students when reading English is misunderstanding the story. This is because the meaning of the words cannot be interpreted or do not understand the meaning of the words in the text. To develop reading skills in English as a foreign language, it is important to develop a concept of related vocabulary. If the students do not understand the meaning of the words, they will not listen. It make communication unsuccessful. As for writing, students will spell incorrectly and write unclearly. If students have no knowledge of vocabulary, learning English including speaking, listening, reading and writing will not be successful. This is also consistent with Dolsophon, A (1999) found that students are no longer accurate or have no knowledge of vocabulary. They will learn the language in every aspect difficult, especially reading and writing which are an important and necessary skill, because students must have the basics to be able to learn the language well. Teachers must use techniques and methods that are good and appropriate according to the conditions of the students or according to individual differences.

There are many ways to teach English vocabulary, such as lectures, demonstrations, experiments, role-play or case studies, etc but still unable to make the satisfactory results. The reason may be the student's environment. It has made the past methods unable to attract or arouse the curious of the learners enough. Nowaday, there is another way that has advantages and suitable to be adapted for learning management that focuses on vocabulary. Game activities can make students learn with fun and participated in activities organized by the teachers to enhance the learning of vocabulary as well.a This is also consistent with Dickerson, W (1976), a comparative research was conducted on memorizing students' vocabulary using a action games, passive games and regular games as teaching aids in each group. The results showed that the active games group achieved higher achievement than the other two groups and the passive game group received higher achievement than regular game group. Therefore, teaching vocabulary using games can be used through a number of other learning processes, such as role-playing, scenario, investigation, participatory learning including cooperative learning that is an important and useful process. Learners have fun learning together, helping, sharing

responsibility and interacting with each other. Teacher' teaching techniques are considered to be an important factor affecting learning outcomes and learner's attitude.

Team – Game – Tournament, it is a competitive learning management as a group, similar to a teaching method for cooperative learning, learning in an achievement group. Only the game is used as a learning activity by allowing all members to help each other. In preparing for the competition, the teacher determines the game according to the worksheet and explain how to solve the problems. Let everyone in the group understand the content of the lesson, but during the game, member will not be allowed to help the other because each members has responsibility to try to win the competition for the success of the group. The group with the highest scores will receive prizes, Rangubtook, W (2001 : 1).

Blooket is one of the digital game in an online platform that help to create multiple choice quiz games that can include pictures or use it as a vocabulary suitable for English subject. It can be used conveniently and quickly through a brower or an application. The things that make Blooket stand out from other apps is unique UI, various avatars and modes, etc. During the activity, students complete each question, the teacher screen will display the result of each student's answer without specifying the name of the respondent. Blooket increase student engagement during classroom learning, online learning and blended learning. In addition, it can be used to measure. Blooket can customize and organize learning activities that make classroom stand out and more interesting.

The objectives of this study, therefore were to demonstrate using the Team – Game – Tournament (TGT) together with Blooket to improve the memorizing English vocabulary to Grade 6 students because teaching vocabulary using word games, makes students happy to learn.

Research Objectives

1. To construct lesson plans to use the Team – Game – Tournament (TGT) together with Blooket technique in encouraging English vocabulary learning and to evaluate the effectiveness of those lesson plans in memorizing English vocabulary skills.

2. To use the lesson plans and statistically compare the level of memorizing English vocabulary skills by Grade 6 students before and after being taught with the the Team – Game – Tournament (TGT) together with Blooket technique

3. To evaluate the students' level of satisfaction with learning using the Team – Game – Tournament (TGT) together with Blooket technique memorizing English vocabulary skills.

Research Methodology

1. Population and Sample

The sample population of this study was obtained by simple random sampling. A group of 41 students in Prathom 6/3, academic year 2022 from Anuban Phichit School in Phichit Province were selected to be the sample of this study.

2 Research Instruments

There were 5 research instrument as follows:

1. Four lesson plans (3 hour each) for encouraging memorizing English vocabularies skill through the Team-Game-Tournament (TGT) together with Blooket

The following were the four learning units:
Lesson plan 1: Occupation
Lesson plan 2: Places
Lesson plan 3: Preposition of Place
Lesson plan 4: Describe me

2. A Lesson Plan Assessment Form using 5-level Likert rating scales for use by experts in assessing the lesson plans.

3. Tests to be used as pre-tests and post-tests to assess and compare the student's skills before and after undertaking the lesson using the Team-Game-Tournament (TGT) together with Blooket techniques.

4. The Index of Item Objective Congruence (IOC) was used as the basis for screening the quality of the test items. All items in the pre-test and post-test were assessed by experts to determine the validity score for the test contents.

5. A Student Satisfaction Questionnaire was used to measure the students' reactions to participating in encouraging memorizing English vocabularies skill through the Team-Game-Tournament (TGT) together with Blooket techniques.

3. Research Design

The research design used in this research was One group, Pretest – Posttest Design

Pretest	Learning	Posttest
T_1	X	T_2

If T_1 mean Testing before learning with the Team – Game -Tournament (TGT) together with Blooket techniques.

X mean Learning with the Team - Game - Tournament (TGT) together with Blooket techniques.

T_2 mean Testing after learning with the Team - Game - Tournament (TGT) together with Blooket techniques.

4. Data collection

The researcher conducted the research and collected the data as follows:

1. Clarified to grade 6 students, the sample, about the goals of the research on encouraging memorizing English vocabularies using the Team - Game - Tournament (TGT) together with Blooket technique, and clarified the learning process so that students could behave appropriately, which would be useful in conducting research

2. The researcher engaged an English vocabularies pre-test to measure the basic knowledge of student

3. Taught memorizing English vocabularies skills through the Team - Game - Tournament (TGT) together with Blooket technique

4. Assessed an English vocabularies post-test the sample group of students.

5. The sample group was given a satisfaction questionnaire to determine the level of satisfaction of students after teaching and learning through the Team - Game - Tournament (TGT) together with Blooket technique.

5. Data Analysis

1. The Team - Game - Tournament (TGT) together with Blooket lesson plans were used to determine the effectiveness of Team - Game - Tournament (TGT) together with Blooket techniques for developing memorizing English vocabularies skills. This calculated value was interpreted by experts. The lesson plans were used to analyze the quality of the lesson plan using the Likert Scale 5 range.

2. This research was an experimental study. The scores from both the pre-test and post-test were carefully evaluated using Student's t-test for comparing the students' scores before and after the research activities.

3. The data gathered from the Student Satisfaction Questionnaire were analyzed.

Research Scope

The independent variable was learning through the Team - Game - Tournament (TGT) together with Blooket technique to enhance memorizing English vocabularies skill for the grade 6 students of Anuban Phichit School.

The dependent variable was memorizing English vocabularies skill through the Team - Game - Tournament (TGT) together with Blooket technique technique for the grade 6 students of Anuban Phichit School.
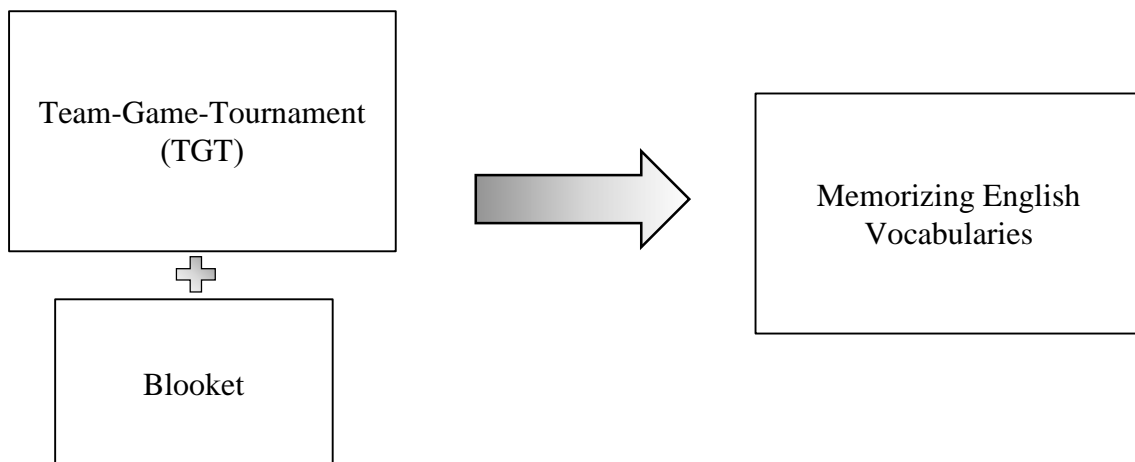

Figture 1 Reseach Scope

Research Reselts

The results from the study were;

1. The Lesson Plans that were created were assessed by experts as "This is good". The instructional plan was approved by three specialists as being valid and appropriate at a high level ($\bar{x}$ = 4.20, S.D. = 0.90). Furthermore, the efficiency of this plan means the score was 3.86 which was higher than 3.50 which is the baseline for efficiency in developing memorizing English vocabulary learning for Grade 6 students.

2. The students' pre-test and post-test scores showed great improvement from 6.93 to 11.05, which was statistically significant with p=0.05. The mean scores of the students in the pre-test and the post-test are illustrated in Table 1

Table 1: Comparison of the students' pre-test and post-test scores

Test	N	$\overline{X}$	S.D.	t
Pretest	41	6.93	3.28	18.39**
Posttest	41	11.05	3.96	

** p ≤ .05

3. The student enjoyed the experience, as indicated in the results of the Satisfaction Survey. The analysis of the responses from the Student Satisfaction Questionnaire is shown in Table 2 which shows the mean score of student responses of 4.26, indicating that student satisfaction with using Team - Game - Tournament (TGT) together with Blooket to enhance their memorizing English vocabularies skill was at a good level

Table 2: The results from the Student Satisfaction Questionnaire.

Questionnaire	N	$\overline{X}$	S.D.	Interpretation
Students' satisfaction with TGT Teaching	41	3.86	0.90	Good

Discussion

-You should be add the interesting results of your research work. Show how the results agree or disagree with previously published literature. - Not repeat information from the results and introduction sections. -Relate the results to the aims. -Indicate the significance of the results.

The research findings from the study on the enhancement of memorizing English vocabularies through Team-Game-Tournament(TGT) together with Blooket technique for grade 6 students of Anuban Phichit School could be discussed as follows:

1. Results of TPR Instructional Plan Development

The evaluation of the Team-Game-Tournament(TGT) together with Blooket lesson plans indicated that all instructional components of the plan were presented at a high level of appropriateness ($\overline{x}$ = 4.20). These components included (i) concept, (ii) standard/indicator, (iii) objectives, (iv) content, (v) Team-Game-Tournament(TGT) together with Blooket learning process, learning material required, (vii) learning materials required, and (viii) evaluation methods.

(v) The Team-Game-Tournament(TGT) together with Blooket learning process will consist of 5 step as following:

1. Warm up step is starting the conversation with students. The aim is to make student feel comfortable or will be an activity to connect lessons along with reviewing previous lessons to prepare and curiosity to learn.

2. Presentation step is providing information, vocabularies and content of the lesson to the students.

3. Practice step is practice pronunciation, spelling and using the word in the sentences

4. Production step is allowing students to apply the knowledge in Team - Game - Tournament (TGT) together with Blooket activity correctly.

5. Wrap up step is summarizing what student has learned.

The appropriateness of Team - Game -Tournamet (TGT) together with Blooket plan was high because they were systematically developed from published teaching approaches and organizing learning activities which have many step. Each activity had different type of activity to make vocabulary easier for students to memorize them and after using TGT together with Blooket, the students remembered the word better. The finding were also consistent with the study conducted by Yang-ngeon C, (2019 : 1) who study the way of setting development activities to learn vocabulary in English through the game for students in grade 2. The results showed that here are 5 steps of procedure is as follows; Warm up, Presentation, Practice, Production and Wrap up. The appropriateness of lesson plan is equal to 83.89 / 82.46 efficiency criteria defined.

2. Result of Comparison of the students' pre-test and post-test scores

The mean score of the pre-test was 6.93 and the post-test mean score was 14.83. As well, the post-test mean score of 55.24 % was statistically higher. This demonstrates that teaching English Vocabularies using Team - Game - Tournament (TGT) together with Blooket is highly effective in enhancing student's memorizing English vocabularies skill. The finding also consistent with Intanon et al, (2013 : 18-26) studied and compared English speaking skills of 8th grade students using Cooperative Learning: Team - Games -Tournament (TGT). The results showed that students' English speaking skills of posttest was higher than pretest at the 0.01 level of statistical significance.

The result of this study were so because Team - Game – Tournament (TGT) together with Blooket technique was a learning management that focused on giving students the opportunity to participate in learning activity thoroughly from step-by-step, teacher content preparation, preparation stage, learning stage, competition stage and the recognition of team achievement. The technique encouraged learners to have interest, enjoyment and learning by themselves. There was good interaction between students, helping each other, resulting in more self-confidence in the students, realize your own worth. As a result, academic achievement was higher accordingly.

3. Students' satisfaction towards learning English vocabulary using the Team - Game - Tournament (TGT) together with Blooket.

The responses to the Student Satisfaction Questionnaire indicate that the students were very satisfied with the Team - Game - Tournament (TGT) together with Blooket overall score ($\bar{x}$ = 3.86) When considering each item, it was found that in terms of content, the item with the highest mean was content, vocabulary, meaning appropriate to the level of knowledge of the students ($\bar{x}$ = 3.85), The item with the highest mean in term of learning process was the vocabulary learning management using the team-game-tournament (TGT) learning technique together with Blooket, which was interesting and encouraged learners to participate in activities ($\bar{x}$ = 4.02) and The item with the highest mean in term of student outcomes was the students feeling satisfied and happy learning English vocabulary ($\bar{x}$ = 4.20). The finding also consistent with Intanon et al, (2013 : 18-26) studied the students' opinion using Cooperative Learning: Team Games Tournament (TGT). The result showed that the opinion of students using Cooperative Learning: Team Games Tournament (TGT) was a high level.The finding is in concurrence with the studies of Damwat, P & Chuensupantharat, N (2020 : 51-61) who showed that the students who received the Team - Game - Tournament (TGT) together with Blooket activities preferred competitive and group activities because it make student feel fun and excited. Students were more active and participated during the research as well As the result, the satisfaction toward this technique was at the high level.

Recommendations

1. Implications

1.1 Teacher were able to apply Team - Game - Tournament (TGT) together with Blooket techniques to teach in elementary English subject because ganes wee the factor affecting learning behavior, motivating and interesting of learner higher. Students or school should be ready in terms of technology such as smartphone, computer or internet.

1.2 The results of this research can be further developed to create academic works

2. Areas of Future Research

2.1 This technique should be developed to compare the achievements with learning activities in other subject both at primary and secondary levels.

2.2 This technique should be training for learners to adapt to family or daily life by allowing students using activities or playing with friends, family in their spare time as appropriate.

Refereences

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