

DECLARATION

The writer fully declares that this research paper is composed by the writer herself, and it does not contain materials written or having been published by other people and that from other references.

A THESIS

**Language games in learning vocabulary of students of grade 6
at Tinh Duc lower secondary school in Thai Nguyen City.**

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ABSTRACT

This study aims at improving secondary students' vocabulary by using language games and find out the impact of using language games on young learners' learning English vocabulary.

It also describes students' perceptions and feeling after experiencing language game method.

This research is action research which was conducted in Thinh Duc Lower Secondary School in Thai Nguyen City in the second term of the academic year 2018-2019. It consists of planning, implementing the action, observing, reflecting. The data were gained through tests, questionnaires, and observation sheets. The data attained from those instruments were analyzed using the formula to calculate the mean, target of study, questionnaire percentage. The data then were interpreted descriptively. The result of the study showed that language games can improve young learners' English vocabulary during the learning process. In addition, it also improved students' marks in the learning process. Furthermore, according to students, this teaching method is considered as a fun, good, stress-less method that helps them to memorize English words easily and makes their learning easier. *Key words: language game, vocabulary, young learners.*

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CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study. It is divided into five parts, including: the background of the study, the objectives of the study, the scope of the study, limitation and significance of the study and organization of the study.

1.1. Background of the study

Language is very important in social relationships. It is a means of communication to help people interact, converse, and also share with others. Each country has their mother tongues. Among a large number of different languages in the world, English is considered as an international language or a second most popular language that is the reason why many people want to learn it. The globalization has been motivating the demand for English. It is necessary for everyone to use English to communicate with foreigners to set them free from language boundaries. Being able to use English in conversation among people from different countries will bring them closer.

Due to the importance of English, it has been taught in all levels of education systems in Vietnam. To improve human resources, the Vietnam government makes policy by introducing English as early as possible to elementary school students. In Vietnam's schools, English is learned from the kindergarten level to university or even higher. To bring English closer to students' life, many familiar topics were designed for each level with the purpose of providing the necessary knowledge for students to help them have a good preparation for important skills, especially language skills, which is necessary for their future jobs.

There are four skills in learning English, including listening, speaking, reading, and writing. If students want to master these skills, it is extremely to have a good range of vocabulary. However, in spite of highly appreciating the important role of learning vocabulary, many Vietnamese students learn vocabulary passively. There are many reasons that could explain this. First, they think that explanations for meaning or definition, spelling, grammatical functions, and pronunciation are boring and they are fed up with that. In addition, with the traditional method, the student is not the learning center. All that they have to do is to listen attentively to the teacher without any activities. Second, students believe that learning vocabulary means knowing the meaning of the words only and they do not care about the other

functions of the words. Third, students are not active, they just learn what they are given from textbooks or teachers. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usages. Therefore, they can get trouble with other skills because they may recognize a word in a written, but they do not know when it is spoken. Because of the passive learning habit, students will get bored during the lessons. Teaching vocabulary is a challenge for all teachers at all levels, especially for young learners. There remain so many requirements for the teachers to create an enjoyable and comfortable environment for the students to learn and make them an interest in learning vocabulary. To stop these stressful things, language games are considered as one of the most suitable and effective methods.

At Think Duc Lower secondary school, I am also given a responsibility to teach the sixth grade in Think Duc Lower secondary school. As a teacher, I prepared the materials for the lesson. The material was Basic English. The basic one is just they study the vocabularies to enrich their capabilities in learning English. The most perfect way to make effective activity in learning vocabulary to the young learner is by using the game. As a technique in learning vocabulary, using game is a must to get the main purpose of learning activity since students always like some fun activities.

It is in this context that the researcher would like to conduct the study in the hope that language games may be effective in getting the students to get involved and to participate more in lesson activities, specifically in improving their vocabulary. This research attempts finding the answer to the following questions:

1. Are there any differences in the results between learning vocabulary use language games and learning vocabulary without language games?
2. What is the attitude of learner when learning vocabularies through language game?

1.2. Objectives of the study

The purposes of the study are to improve secondary students' vocabulary by using languages game and find out the impact of using languages game on young learners learning English vocabulary.

1.3. Scope of the study

In the school year 2018-2019, the researcher was designated to teach English to the sixth-grade students at Think Duc Secondary School in Thai Nguyen City. In fact, there are many techniques and methods used to improve students' vocabulary and there are also a variety of ways of using language games in improving other skills. However, regarding her mentioned- pre-observation of students and the limit of the thesis, the researcher is going to focus on improving student's vocabulary by using language games and describe the student's perception and feeling after experiencing using the language game method. This study will be conducted on 74 students in 2 classes 6A and 6B of grade 6 in the second term of the school year 2018- 2019 at Think Duc Lower secondary school in Thai Nguyen city.

1.4. Limitation

The study will be conducted in the second term of the school year 2018-2019 at Think Duc lower secondary school- Thai Nguyen city. Language games will be used in teaching 4 lessons (Getting started and A closer look 1 of Unit 8 & 9) in the English course book of grade 6.

The samples of this study are 74 students of grade 6A & 6B at Think Duc lower secondary school.

1.5 The significance of the study

The findings of the study will provide the effectiveness of using language to increase the sixth- grade students' vocabulary in Think Duc Lower Secondary School. It is also a strong base to carry out in other secondary schools in Thai Nguyen and other places in Viet Nam to enhance student's vocabulary at a higher level by using language games.

The study is important because of several reasons. First and foremost, the finding will be able to provide English teachers with a better perception of the use of a variety of language games in their classrooms. It is also so that teachers are more motivated to use language games as a tool to improve their pupils' linguistic abilities. The use of language games in learning English is beneficial not only for teachers but for the pupils as well. Language games are able to promote healthy competition among pupils in the classroom. It also helps in creating a non-