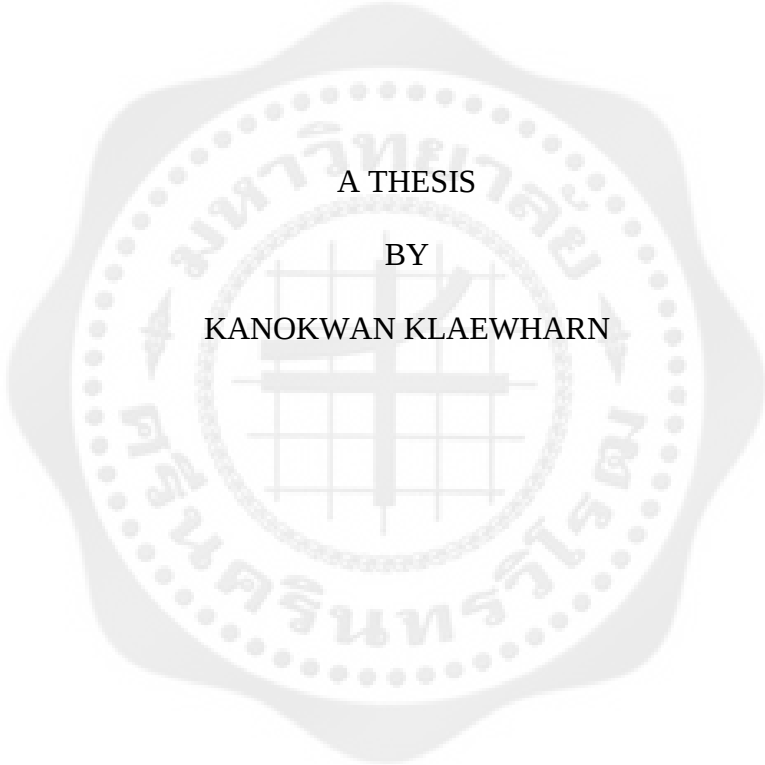


ENHANCING VOCABULARY LEARNING BY USING
THE STORY-BASED INSTRUCTION

A THESIS
BY
KANOKWAN KLAEWHARN

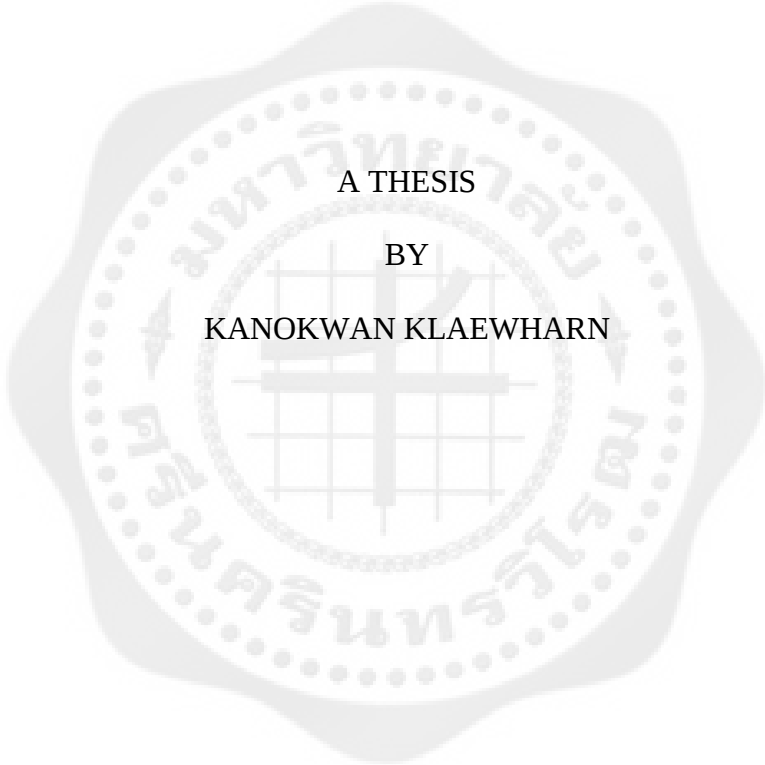
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Master of Arts Degree in English
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ENHANCING VOCABULARY LEARNING BY USING
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AN ABSTRACT
BY
KANOKWAN KLAEWHARN

Presented in Partial Fulfillment of the Requirements for the
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Vocabulary is one of the most important elements in English learning. However, it was found that many EFL students had problems mastering vocabulary. This study was designed to investigate the effectiveness of the story-based instruction to enhance vocabulary learning. The participants were eighty sixth-grade EFL students. They were divided into two groups: an experimental group and a control group. The experimental group was taught vocabulary using the story-based instruction while the control group was taught using school-based instruction. The research instruments used in this study included an English vocabulary test, lesson plans, questionnaires to study the opinions of students on vocabulary teaching through the story-based instruction and semi-structured interviews. The mean scores, standard deviations, and *t*-test analyses were used to analyze the data. The results revealed that students in both the experimental group and the control group improved their vocabulary learning. There were statistically significant differences between the pretest mean scores and posttest mean scores of students in both groups. In comparison of the experimental group to the control group, the English vocabulary learning of the students in the experimental group was significantly higher than that of the control group. This means that the story-based instruction was found to be more effective than school-based instruction. In addition, the opinions of the students on vocabulary teaching through the story-based instruction were at a highly positive level. The students favored the story-based instruction and this study confirmed the potential of applying the story-based instruction in an EFL classroom.

การส่งเสริมการเรียนรู้คำศัพท์โดยการจัดกิจกรรมจากเรื่อง



บทคัดย่อ
ของ
กนกวรรณ แก้วหาญ

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา

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คำศัพท์เป็นองค์ประกอบหนึ่งที่สำคัญในการเรียนภาษาอังกฤษ อย่างไรก็ตาม ผลการศึกษาของงานวิจัยก่อนหน้านี้ แสดงให้เห็นว่า นักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศยังคงประสบปัญหาในการเรียนรู้คำศัพท์ ดังนั้น งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาผลของการสอนแบบการจัดกิจกรรมจากเรื่องที่มีต่อการเรียนรู้คำศัพท์ภาษาอังกฤษ กลุ่มตัวอย่างคือนักเรียนชั้นประถมศึกษาปีที่ 6 ที่เรียนภาษาอังกฤษในฐานะภาษาต่างประเทศ จำนวน 80 คน แบ่งออกเป็น 2 กลุ่ม ได้แก่ กลุ่มทดลองและกลุ่มควบคุม โดยกลุ่มทดลองเรียนคำศัพท์จากการสอนแบบการจัดกิจกรรมจากเรื่อง ขณะที่กลุ่มควบคุมเรียนคำศัพท์ตามแบบแผนการสอนของทางโรงเรียน เครื่องมือที่ใช้ในการวิจัย ประกอบด้วย แบบทดสอบคำศัพท์ภาษาอังกฤษ แผนการสอน แบบสอบถามความคิดเห็นของนักเรียนที่มีต่อการสอนแบบการจัดกิจกรรมจากเรื่อง และการสัมภาษณ์แบบกึ่งโครงสร้าง สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ค่าส่วนเบี่ยงเบนมาตรฐาน และสถิติทดสอบที ผลการวิจัยพบว่า การสอนทั้งสองแบบช่วยพัฒนาการเรียนรู้คำศัพท์ของนักเรียน หากแต่เมื่อเปรียบเทียบกลุ่มทดลองกับกลุ่มควบคุมพบว่า คะแนนการเรียนรู้คำศัพท์ภาษาอังกฤษของนักเรียนกลุ่มทดลองที่ถูกรับสอนโดยการสอนแบบการจัดกิจกรรมจากเรื่องสูงกว่ากลุ่มควบคุมที่สอนตามแบบแผนการสอนของทางโรงเรียนอย่างมีนัยสำคัญทางสถิติ การสอนคำศัพท์ภาษาอังกฤษแบบการจัดกิจกรรมจากเรื่องมีประสิทธิภาพมากกว่าการสอนตามแบบแผนการสอนของทางโรงเรียน นอกจากนี้ยัง พบว่า นักเรียนมีความคิดเห็นต่อการสอนแบบการจัดกิจกรรมจากเรื่องในระดับดีมาก ดังนั้นงานวิจัยชิ้นนี้ชี้ให้เห็นว่าการประยุกต์ใช้การสอนคำศัพท์ภาษาอังกฤษแบบการจัดกิจกรรมจากเรื่องเป็นประโยชน์ต่อนักเรียนที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

The thesis titled
“Enhancing Vocabulary Learning by Using the Story-based Instruction”
by
Kanokwan Klaewharn

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for the Master of Arts degree in English of Srinakharinwirot University.

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October, 2017

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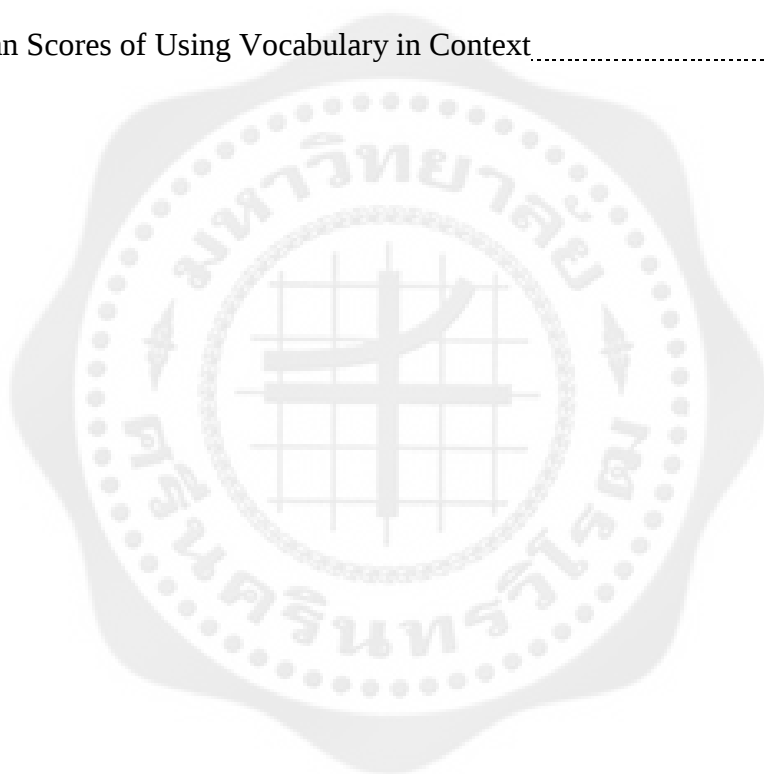
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CHAPTER I

INTRODUCTION

Background of the Study

English is a global language playing an increasingly significant role. It is an important language for students from many countries to study because of its extensive use in international communication (Crystal, 1997). People from all over the world use English as a medium of communication in a wide variety of contexts, including international business, technology, and education. It is not only a school subject, but also a valuable practical life skill (Foley, 2005). It has long been, and continues to be, an influential language around the world.

The use of the English language has been increasing in recent decades in many Asian countries, including Thailand. English serves as a medium for international communication among these countries (Waelateh, 2016), which is why it is important for Thai students to learn English. English is a compulsory subject in Thailand, and Thai students at all levels of education study the English language (Ministry of Education, 2008).

Vocabulary knowledge is a central foundation of language (Zimmerman, 1997). According to Hatch and Brown (1995), a vocabulary is comprised of the set or list of words that make up a language. Ur (1998) stated that vocabulary is a collection of symbols that represent ideas in written or spoken units of a foreign language for learners. It is the core of instruction when learners start learning a new language (Collins, 2013). Harmer (1991) argued that “[i]f language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh” (p. 153). English Vocabulary is recognized as important in language use (Asgari & Mustapha, 2011).

Vocabulary knowledge is important for students who study English as a foreign language (EFL). As argued by Alhaysony (2012), vocabulary items play a vital role in all language skills (listening, speaking, reading, and writing); an adequate vocabulary is essential to EFL students' success. Linse (2006) also suggests that EFL students' language skills will improve as their vocabularies improve. Knowledge of vocabulary also supports the development of language comprehension, and plays a key role in foreign language communication (Krashen & Terrel, 1985). According to Janenoppakarn (2009), students may also improve their overall skills in learning English, resulting in greater efficiency when studying, if they have developed the competence necessary to both retain and extend their vocabulary. Wilkins (1972) stated that, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 34). As noted by Soureshjani (2011), words are extremely important in language learning because they are the basic building blocks of language, meaning that they are the units from which the larger structures of language such as sentences, paragraphs, and whole texts are formed. He also asserts that language learning can be obstructed when learners lack vocabulary knowledge. Therefore, vocabulary knowledge is a key factor in language learning.

A lack of good vocabulary knowledge can cause EFL student's problems. Ahmadi, Ismail and Abdullah (2012) confirmed that a deficiency in vocabulary knowledge is a major barrier when attempting to communicate in a foreign language, and can cause misunderstandings in speaking and writing as well as a loss of interest in reading. Furthermore, Tunchalearnpanih (2013) found that Thai EFL students had limited English vocabulary knowledge, a problem that affected both their spoken and written communication. Chawwang (2008) also provided evidence that an insufficiency of vocabulary is a crucial difficulty of Thai learners. Their inadequate vocabulary knowledge might result from a low level of English language exposure (Srimanee &

Laohawiriyanon, 2010). Saengpakdeejit (2014a) said that Thai learners are in trouble when studying English, and they usually encounter unknown words as the first problem they have to deal with.

Although vocabulary is a key factor in effective English language use, vocabulary learning is considered to be a difficult task for foreign language learners (McCarthy & O'Dell, 2002). Al-Ghazo and Alsobh (2015), in their study, found that EFL students faced many difficulties in vocabulary learning. Learning new vocabulary items is a difficult task for EFL learners, and many complain about forgetting vocabulary terms they have learned (Rahimy & Shams, 2012). In Thailand, Saengpakdeejit (2014b) stated that Thai students generally see the limitation of insufficient vocabulary knowledge as their first problem to overcome. Ahmadi et al. (2012) confirmed that a lack of good vocabulary knowledge is a major barrier when attempting to communicate in a foreign language. During the process of English language learning, EFL students encounter many vocabulary-related obstacles, as insufficient vocabulary knowledge causes misunderstandings in communication.

The obvious issue in vocabulary learning is not only encountering and learning new English words, but also remembering those words after the initial encounter (Lampariello, 2012). The main problem for students is that although they have previously learned a certain word or words, they cannot retrieve those words when they want to use them, because they have not retained them. According to Kusumayati (2010), learners cannot understand academic concepts using only abstract methods. They cannot learn and retain vocabulary through rote memorization alone. Consequently, EFL students need support to overcome their difficulties in vocabulary learning.

Methods of teaching play a crucial role in EFL students' vocabulary learning. Kapukaya (2006) argues that the success of students' vocabulary learning efforts depends

on how they are taught. In other words, the ways in which teachers teach affect their students' learning. Richards and Schmidt (2002) found that successful vocabulary learning depends on the quality of teaching, the interest of the learners, and the meaningfulness of the materials. Krashen (1981) suggests that students with low anxiety and high motivation are inclined to achieve in language learning. Therefore, to enhance students' vocabulary learning and to solve vocabulary-learning problems, teaching methods should be selected with care.

Many scholars insist that the story-based instruction can assist EFL students' vocabulary knowledge. According to Ellis and Brewster (2014), the story-based instruction involves using illustrations to convey words to students, and offers a comprehensible form of input. It makes it easy and fun for students to learn new vocabulary words. The use of story-based instruction can also positively affect learners' long-term retention of vocabulary. Kosior (2014) said that the story-based instruction increases students' willingness to express their thoughts and feelings; this teaching method also helps to promote positive attitudes, raise cultural awareness issues, and instill social values. The story-based instruction is a means of facilitating successful learning, and it is a good technique for transmitting information because it appeals to students' imaginations (Pinto & Soares, 2012). The story-based instruction also leads to successful learning, as confirmed by Martinez (2007), who found that this method of teaching successfully connected students' own personal experiences and interests to their English language learning.

Many scholars have discussed the benefits of story-based instruction as discussed above; however, the story-based instruction has not been fully put into practice in Thai schools for English vocabulary teaching. Thus, the objectives of this study were to investigate the effects of the story-based instruction on EFL students' English vocabulary

learning, to compare the effects of the story-based instruction and school-based instruction on EFL students' vocabulary learning, and to explore EFL students' opinions on vocabulary teaching through story-based instruction.

Purposes of the Study

The purposes of the study were as follow:

1. To study the effects of the story- based instruction on EFL students' English vocabulary learning.
2. To compare the effects of the story- based instruction on EFL students' vocabulary learning to school-based instruction.
3. To investigate EFL students' opinions on vocabulary teaching through the story-based instruction.

Research Questions

This study addresses three research questions:

1. What are the effects of teaching English words using the story-based instruction on EFL students' vocabulary learning?
2. Is there any significant difference between the English vocabulary learning of the students in the experimental group taught by the story-based instruction and the control group taught by school-based instruction?
3. What level are EFL students' opinions on vocabulary teaching through the story-based instruction?

Significance of the Study

The results of this study provide alternative methods of vocabulary instruction. It helps foreign language teachers and educators develop vocabulary teaching. Moreover, the findings provide information for foreign language learners and readers to see the significance of the story-based instruction in vocabulary learning. This study can be a guideline for other investigations on improving students' vocabulary learning. Finally, it gives new ideas to the elementary schools in teaching English.

Scope of the Study

Studying the effects of the story-based instruction on EFL students' English vocabulary learning, comparing the effects of the story-based instruction on EFL students' vocabulary learning to school-based instruction and examining EFL students' opinions on vocabulary teaching through the story-based instruction were the purposes of this study. Eighty participants were selected via purposive sampling. They studied in the second semester of the 2016 academic year at a public school in Suratthani. They were divided into an experimental and a control group. An English vocabulary test, lesson plans based on English vocabulary teaching through the story-based instruction, questionnaires to study students' opinions on vocabulary teaching through the story-based instruction and a semi-structured interview were used as research instruments in this study.

Definition of Terms

The terms used in this investigation are defined as follow:

Teaching English Vocabulary through the Story-based Instruction refers to a teaching method which the instructor, while telling stories, encourages students to participate in classroom activities based on stories in order to teach English words. The

instruction is structured in three stages—pre-stage, while-stage, and post-stage. Pre-stage is an introduction and an orientation to the story, with the task of generating students' interest, facilitating comprehension, and building confidence. While-stage requires students to participate in activities as they listen to the story, and aims at drawing and maintaining students' attention as well as helping them to learn some items of vocabulary and sentence structures. Post-stage allows students to use what they have learned from the story, and integrates language learning with interesting and meaningful content.

Teaching English Vocabulary through School-based Instruction refers to the method of teaching which the instructor teaches English words following a textbook and a teacher manual chosen by a school.

Vocabulary Learning refers to the competence to know the meaning of words, to spell them, and to use them in context correctly.

Opinions on Vocabulary Teaching through the Story-based Instruction refers to the way in which a student views vocabulary teaching through the story-based instruction. Students can respond either positively or negatively though his or her belief and judgment.

Summary of the Chapter

This chapter presented the background of study, rationale and framework. There is an explanation of this study including the purposes of the study, the research questions, the significance of the study, the scope of the study and the definition of terms used in this research.

Organization of Research

The rest of this research is organized as follows.

Chapter 2 presents literature related to the study as the fundamental of the study. It includes vocabulary learning, methods of vocabulary teaching, the importance of stories in language learning, the story-based instruction, benefits of the story-based instruction, and related research.

Chapter 3 presents research methodology including participants, research instruments, pilot study, data collection procedures, and data analysis.

Chapter 4 presents results of the study showing the effects of teaching English vocabulary through the story-based instruction on EFL students' vocabulary learning. It includes results from the English vocabulary test, the questionnaires, and the interview.

Chapter 5 summarizes the findings of this study, discusses the effects of teaching English vocabulary through the story-based instruction. Implications, limitations of the study, and recommendations for further studies are also presented.

CHAPTER II

LITERATURE REVIEW

This study mainly aims at investigating the effects of the story-based instruction on EFL students' vocabulary learning. This chapter then provides theoretical foundations and studies related to the present study. First, a review of vocabulary learning is discussed. In the second part, methods of vocabulary teaching and teaching vocabulary through the story-based instruction are discussed. In the final section, related literatures are presented.

Vocabulary Learning

The learning of vocabulary items means to gain knowledge of word meanings and other relevant aspects of words (Li, 2009). As discussed by Xanthou (2010), vocabulary learning is a deep and complex process, involving far more than just memorizing a word's meaning; developing a full understanding of a word includes multiple aspects of word knowledge. According to Gu (2003), learning vocabulary means to gain knowledge of a word and be able to use it in appropriate contexts; vocabulary acquisition is the process by which a person learns words (Seel, 2012). He (2010) said that vocabulary learning means to come to know words with all their meanings and aspects. Cronbach (1942) proposed five different ways of knowing a word: the ability to define its meaning, the ability to recognize contexts for using it, knowledge of its multiple meanings, the ability to recognize appropriate usage of the word, and the availability of the word for use in daily life. Similarly, Miller (1999) also proposed that knowledge of a word involves knowing the word's meaning and knowing its contexts of use.

Nation (1990) emphasized two kinds of vocabulary learning. The first is receptive learning. This is the competence to recognize and recall a word with its meaning when the word is met. Another is productive learning, or ability in speaking and writing necessary for engaging in receptive learning. The language being studied, or target language, provides difficulties because language learners are not accustomed to it, and are not familiar with the form, meaning, or pronunciation of the target vocabulary (Nation, 2001). Nation (2001) also stated that vocabulary learning has three main aspects: meaning, form, and use. First, those studying a foreign language should learn the meaning of a word and understand it in their first language. Second, they should be able to speak, spell, write, and identify the word. Finally, they should learn how to use the word. Once all three are accomplished, they should be able to utilize the word in many correct patterns and contexts, in both spoken and written forms.

According to Baier (2005), there are four different levels of vocabulary proficiency that students must achieve. First, students should recognize word meanings when they hear words (listening vocabulary). Next, they should recognize meanings of words when they read those words (reading vocabulary). Then, once students know words well and can recognize them in passive usage, they should develop the ability to use those words actively: in writing (writing vocabulary) and speaking (speaking vocabulary). These vocabulary levels move from listening to writing in progressive order.

Many scholars think that vocabulary learning is a complex process. Nassir (2012) emphasized that the goal of vocabulary learning is to transfer the words from short-term memory to long-term memory while processing them. Laufer and Shmueli (1997) claimed that the memorization of the new words (both short term and long term) was associated with teaching techniques involving multiple ways of presenting the words to

language learners. Hulstijn and Laufer (2001) asserted that production activities enhance effective vocabulary memorization more than reading comprehension, which are recognition tasks. They found that engaging vocabulary during production activities supports students in remembering words more effectively than using recognition tasks. Therefore, teachers must work hard to choose useful and interesting vocabulary tasks to support students' vocabulary learning.

In sum, vocabulary learning is developing the competence to know and use words. It involves learning vocabulary meaning, vocabulary spelling, and vocabulary usage in context. This learning process is deeper and more complex than just the memorization of words' definitions. It requires a significant amount of time and effort.

Methods of Vocabulary Teaching

Many researchers in the field of vocabulary instruction have researched ways to effectively enhance students' vocabulary learning. Various techniques have been found to be beneficial for improving learners' acquisition and retention of vocabulary knowledge. Many scholars have proposed novel vocabulary teaching methods, and there are many ways to present new words and develop students' vocabulary efficiency levels.

Kustaryo (1988) proposed several teaching techniques to help students learn vocabulary. These are plausible activities to increase students' motivation when learning new words. Learning vocabulary through creativity is an effective way to make the students more motivated, and to help them retain the vocabulary they learn. Kustaryo (1988) offers several possible learning activities to motivate students studying vocabulary. First, the students can learn English vocabulary using pictures. Pictures' visual interest can attract students and engage them in finding words to describe their meaning. Second, students can learn vocabulary through context clues. That is, students

can find out English vocabulary based on clues in the surrounding context. Third, students should be encouraged to guess the meaning of new vocabulary. This is useful in guiding the students to learn to define the meaning of words and to arrange words into intelligible sentences. Fourth, students should be able to derive words correctly. That is, they should study and practice the rules and patterns governing the formation of nouns, adjectives, adverbs, etc. Kustaryo (1988) emphasizes that teachers should encourage students to be creative in learning English vocabulary.

Cross (1991) also offered an interesting process to teach vocabulary. This procedure is divided into three stages: presentation, practice, and production. In the first stage, instructors should employ a variety of carefully selected techniques to present new words. Next, teachers should have students practice using newly learned vocabulary items. There are many types of exercises that teachers can utilize in this stage, such as doing word classifications, matching, or sentence completions. In the production stage, students should engage in writing or speaking activities in which they are required to use the new words.

Another method of vocabulary instruction was presented by Huang (1993). First, teachers should clearly explain the purpose of each lesson to students. The target words and degree of difficulty should be appropriate with students' language skill levels. Second, the vocabulary items should be presented in a sentence, context or real situation. This presentation should be clear and meaningful. Students have to know how to use the words in addition to becoming familiar with and memorizing them. Teachers should then assign students to do exercises. This is a good way to encourage students to speak, read and write the target words. Students should repeat the words' meanings and pronunciations. Last, teachers should ask them to guess the meanings of words from context as well.

Ur (1998) said that there are several aspects of vocabulary learning that students should be taught when working to master vocabulary in a foreign language. These aspects are meaning, form, grammar, collocation, and formation. For students in elementary school, the most appropriate aspects are form and meaning. Teaching word form means instructing students in how to spell and pronounce a word, while teaching meaning indicates explaining words' definitions to students. These two aspects are the most critical, because they are fundamental for learning new words.

Smith (2003, as cited in Baier, 2005) pointed out three factors affecting the selection of vocabulary teaching methods. First, students need to engage in active learning. They will remember words better when they practice doing something with words. Second, must students learn and encounter words from different contexts. Multiple contexts help students to remember words meanings. Third, teachers should employ various techniques to teach new vocabulary words. In other words, teachers should present new words in a variety of ways. These various activities help develop students' vocabulary learning.

Sanusi (2009) proposed two methods to help students learn and retain new words. There are two main techniques that teachers can employ. The first is a visual technique. Real objects can be employed to help with learning and memorizing the words. Students can associate the real objects with the words in texts. This method is good for students because using physical sensations and acting out what they see in their texts can help them more effectively retain newly learned words. The second is a verbal technique. This technique involves the use of synonyms, antonyms, illustrative situations, definitions, categories, and the combination of visual and verbal techniques. Sanusi (2009) also suggests that vocabulary instruction will be more effective if students have a

high degree of interest in learning. Therefore, teachers should equip classrooms with challenging tasks and motivate students to learn.

Wessels (2011) confirmed that effective vocabulary instruction should be divided into before-, during-, and after-reading phases. The before-reading stage should last for 10–15 minutes. During this time, students should prepare for reading by activating their background knowledge. In the next phrase, a class needs to discuss each word. Students and teachers should have a conversation about the words presented in context, and relate the words and text to students' previous knowledge. Finally, teachers can have students work together to review what they have learned throughout the lesson after the reading has been completed.

In addition, five characteristics of instruction should be considered when designing students' vocabulary learning activities and instruction. First, teachers should activate students' background knowledge. Then they should ask students to connect new words to their background knowledge. Third, teachers need to ensure that students have opportunities to use vocabulary. They should also provide learners with many types of exposure to new vocabulary, and to new vocabulary used in different ways. Finally, teachers have to remember to concentrate on higher-level knowledge.

An instructional sequence for vocabulary lessons was proposed by Kucan (2012). In this sequence, teachers first find a story that provides context for the target words. Then they tell students the new words' meanings. Third, teachers show the words they are teaching on a board or word cards, and point to those words specifically. Fourth, teachers ask students to repeat the words after they introduce their pronunciations. Next, teachers provide students with another context for the word, which is different from the initial one. Sixth, teachers show students various forms of the word. And finally, teachers should encourage students to practice using words through multiple activities.

Alqahnati (2015) recommended yet more ways to teach vocabulary. Objects can be used to show word meanings to create easy learning. Pictures and illustrations are good materials to help students understand the meanings of words clearly. They also make vocabulary words more memorable. It is also easy to acquire new vocabulary by contrasting a word with its opposite, e.g. “black” and “white”. If vocabulary items’ meanings are difficult to understand, they can be explained by enumeration. Teachers can list multiple items that represent or illustrate the word in question. Teachers’ gestures, miming, or expressions are also useful for transmitting words’ meanings to students. For example, teachers can show facial expressions to teach emotion words such as “sad” or “happy”. Guessing from context is another good technique to help students deal with unknown words. In addition, eliciting is a memorable and motivating method to teach a vocabulary. Finally, in some cases words should be translated to save time, although translation cannot motivate students’ learning.

In conclusion, many educators have attempted to create effective vocabulary instruction. These vocabulary teaching techniques are appropriate and useful for enhancing students’ vocabulary learning. Therefore, the above suggestions about methods of vocabulary teaching were used to design lesson plans for this study.

The Importance of Stories in Language Learning

Stories are essential material for language learning. Many studies have shown that the use of stories in language instruction is an effective method for improving language learning (e.g. Abdul-Ameer, 2014). Stories are highlighted for instruction in foreign language classrooms (Soleimani & Akbari, 2013). To improve students’ literacy, multiple pedagogical methods and strategies need to be employed. Stories are an important tool in the learning process (Pinto & Soares 2012). According to Miller and

Pennycuff (2008), the use of stories in language instruction is another way to develop learners' literacy. Khatib and Seyyedrezaei (2013) claimed that stories improved all four language skills: speaking, listening, reading, and writing. As shown by Pardede (2011), stories are authentic materials for teaching languages, because they expose learners to the language as it is used by fluent or native speakers. Moreover, stories also contain real structures and other language items, and deal with all language skills. Therefore, stories are helpful materials for language teaching and learning.

Stories are important for language teaching and learning; as a result, they also play a significant role in vocabulary learning. Stories can help vocabulary development in language classrooms in numerous ways. Parvareshbar and Ghoorchaie (2016) confirmed that story plays a significant role in enhancing EFL students' vocabulary learning. They provide students with opportunities to integrate newly learned vocabulary with other language skills. Pinto and Soares (2012) noted that stories can increase students' exposure to English language and provide examples of vocabulary. They engage students directly in the learning process by grabbing their attention. To develop vocabulary teaching and learning, stories can be an alternative way, because stories present new words in an interesting context. This context can help to define the meaning of words and convey a message (Anderson, 1995). Hence, using stories is an effective and practical way of learning vocabulary.

The advantages of employing stories in language learning are supported by the findings of Khatib and Seyyedrezaei (2013). They contend that stories are valuable to develop learners' language ability in an enjoyable fashion. Students can also be provided cultural information through stories (Al-Dersi, 2013). Language and culture are related in stories, because language is a mirror of a culture (Choudhury, 2013). Stories also support personal growth and intellectual improvement, and offer various ways of bringing

students' experiences into the learning process. Also, using stories can help to develop students' creativity (Khatib & Seyyedrezaei, 2013). Consequently, it is undeniable that using stories is advantageous in classrooms.

The Story-based Instruction

The story-based instruction refers to a teaching method where the instructor, while telling stories, encourages students to participate in classroom activities based on stories in order to teach English words. The story-based instruction is suitable to apply in an EFL classroom for several reasons. First, it reinforces language-learning skills. Storytelling is a means of providing successful learning, and a good technique for transmitting information (Pinto & Soares, 2012). According to Ellis and Brewster (2014), the story-based instruction introduces new words and new sentence structures to students because this method of teaching creates a productive environment in which the students can learn the language. They also explain that words and sentence structures in the stories are presented in vivid contexts and accompanied with illustrations which help convey a clear meaning to students and make the vocabulary items easy to comprehend. Pinto and Soares (2012) believed that the story-based instruction enables students to understand and experience the meaning of words and the function of grammar by integrating the discourse in the form of a story. In addition, students can easily store and retrieve new knowledge because of the various repetition techniques involved. Loukia (2006) stated that because repetition and recycling of words and sentence patterns are repeated, this causes the stories to become memorable and helps students to acquire and retain language items.

Second, the story-based instruction activates students' imagination. According to Loukia (2006), employing this teaching method, instructors encourage students to

participate in the activities: students take part in the story, guess what events will come next, and thus it is an appealing way to open the window of the imagination.

Third, the story-based instruction also benefits the mental and social aspects of learning. Kosior (2014) insisted that students' curiosities are aroused and motivated because the activities related to the story draw their attention and increase students' willingness to express their thoughts and feelings which means students will be more motivated to engage in the learning process. Furthermore, according to Martinez (2007), students enjoy listening to stories. Activities related to storytelling make students relaxed and comfortable in the class, and this promotes positive attitudes toward language learning. This kind of atmosphere increases the acquisition of the foreign languages.

The story-based instruction should be divided into three stages—pre-, while-, and post- stages (Pinto & Soares, 2012; Gomez, 2010; Martinez, 2007)

The pre-stage is an introduction and an orientation to the story, with the task of generating students' interest, facilitating comprehension, and building confidence. According to Gomez (2010), in this stage, instructors should activate students' knowledge by asking questions designed to have them relate the story to their previous experiences or provide some key items of vocabulary and grammar by using objects, miming, and images.; consequently, students' understanding of story is easier because it is a useful and meaningful way to engage students with the content and ultimately achieve the learning outcomes. Overall, providing such a knowledge input will build the students' confidence and prepare them for dealing with listening.

There are various activities available to teachers at the pre-stage. According to Gomez (2010), teachers could lead students in discussing a story or the characters in the stories, brainstorm vocabularies, or draw semantic mapping related to the stories. The students are allowed to reply to questions in their first language, while teachers should

scaffold students to visualize the connections between the words. They should let students relate the stories to their own knowledge, guess the words, and predict what will happen in the stories, with any required revisions made by the teacher. Moreover, the teacher may explain to students what they have to do after the listening, because this will motivate students to pay attention to the story.

The while-stage requires students to participate in activities as they listen to the story, and aims at drawing and maintaining students' attention as well as helping them to learn some items of vocabulary and sentence structures. Gomez (2010) suggested that examples of activities in while-stage include practicing numbers by numbering the characters, expressing what students' favorite part is, repeating a famous rhyme in order to join the narration, showing the pictures of characters in the story and singing a song related to the story. In addition, teachers should illustrate, mime and make sound to help students guess words or even the events in the stories. They can pause and ask students to predict words by showing only some letters. Then, check students' comprehension of the story by asking students to correct wrong information. These activities not only help students to concentrate on the story, but also aid their memorization of words and sentences (Pinto & Soares, 2012).

The post-stage allows students to use what they have learned from the story, and integrates language learning with interesting and meaningful content. According to Pinto and Soares (2012), the objective is to consolidate the vocabulary or grammar introduced in the story. Students will be given assignments after the while-stage, allowing them to present the vocabulary and grammar they learned from the story. In this stage, students merge language learning with content and can consolidate multiple skills in completing their tasks. According to Gomez (2010), the examples of post-stage activities are as the followings. Students can check their previous prediction with information they learned,

create new story by using their own imagination, formulate questions and exchange their question with others to reply them. Vocabulary can be classified. Students can compare and contrast characters in the stories. It is good to create picture dictionary of the stories to enhance vocabulary and grammar learning. Students might do role-play and puppet show. Puppet show is another interesting activity they can do easily by pairs or even groups. Students act as one of characters in the stories, move around and repeat the same sentences. Drama activities are effective practices (Alber & Foil, 2003). They can do art activities such as drawing a scene in the story, invent masks or create posters. Students may predict the scene teachers draw on blackboard.

The post-stage activities have various benefits. These activities give students the chance to integrate what they have learned with other subjects such as arts. This will benefit them in terms of seeing the importance of English, creating positive attitudes toward learning English, and developing self-esteem as well as self-confidence because the integration provides them with a broader viewpoint, reinforces the concepts learned, and gives them more time to practice and revise their English learning (Gomez, 2010).

Benefits of the Story-based Instruction

The story-based instruction is suitable to apply in an EFL classroom for several reasons. First, it reinforces language-learning skills to all levels of language proficiency (Khatib & Seyyedrezaei, 2013). A wide range of activities based on the story can present multiple aspects of language to students and create a productive environment in which the students can learn the language. Appropriate activities also introduce new words to students. According to Ellis and Brewster (2014), words in story-based activities convey a clear meaning because they are presented in vivid contexts and while using illustrations.

Both the repeated situation and context will make the vocabulary used easy to comprehend.

Second, the story-based instruction is a memory aid for learning the language; students can easily store and retrieve new knowledge because of the various repetition techniques involved. For example, they aid students' retention by associating new vocabulary with words they already know. In addition, Loukia (2006) stated that because the language is repeated, it causes the stories to become memorable. The repetition and recycling of patterns help the students to focus on the stories. Students are encouraged to participate in the activities; they take part in the story, guess what events will come next, and activate their imagination. This repetition helps the students to acquire and retain language items.

Third, the story-based instruction also benefits the mental and social aspects of learning. Students' curiosities are aroused and motivated because the activities related to the story draw their attention, and hence improve students' self-awareness and raise the feeling of responsibility to their learning. Kosior (2014) claimed that story-based activities increase students' willingness to express their thoughts and feelings; they raise and promote positive attitudes, culture awareness issues, and social values. In addition, students will be happy with their learning when they enjoy their activities, thus promoting a positive attitude to language learning.

Related Research

There have been many previous studies on English vocabulary instruction. Many researchers have used various teaching methods to develop students' vocabulary learning. A number of studies have indicated that using stories and story-related activities in vocabulary teaching can promote students' vocabulary learning. Zabala, Cano, and

Roldan (2009) investigated teaching vocabulary to third-grade students in Colombia using illustrated stories. Their results showed that students were able to quickly connect new vocabulary knowledge with images. In short, the use of images supported students' vocabulary learning. The researchers therefore suggested that using flashcards, posters, and illustrated stories are useful for helping students to identify specific situations in stories and thus learn new vocabulary.

Tavakoli and Gerami (2013) also examined the effect of keywords and pictorial methods on EFL learners' vocabulary learning and retention. The participants in their study were 60 female elementary students in Isfahan, Iran, who were divided into three groups: two experimental groups and one control group. In each group, quizzes were used to evaluate the participants' short-term memory. To compare students' vocabulary achievements, a multiple-choice delayed posttest of vocabulary was administered two weeks after the treatment. The results showed that using the keyword method helped students to store and retain vocabulary in their long-term memory more than using the pictorial method.

Golfam, Dehghan, Aghagolzade, and Kambuziya (2014) analyzed the use of the cognitive approach for teaching English vocabulary to Iranian students in different ways. The objective was to determine whether the cognitive approach played an important role in word guessing. The results showed that the cognitive process was the method by which words are linked to each other in a network. This can take the form of metonymy, metaphor, generalization, or specialization.

Additionally, studies on teaching vocabulary through stories indicate that the use of stories has a positive effect on vocabulary learning. Tarakcioglu and Tuncarslan (2014) conducted experimental research on the effect of short stories while teaching vocabulary to 28 preschool learners (ages 3–4) in Turkey. The participants were divided

into an experimental group and a control group, with the aim of teaching both groups the same vocabulary items over seven weeks. However, short stories were only used in teaching the experimental group. A pretest was given, and a posttest was used to observe students' vocabulary recall rate after the seven-week study. The findings revealed that the children in the experimental group could remember more words than those in the control group.

Arast and Gorjian (2016) also looked at the use of stories, specifically investigating the effects of using comic strip stories on EFL vocabulary learning. Pre-intermediate Iranian EFL students were chosen as participants, and divided into an experimental group and a control group. Both groups were taught vocabulary by listening to the same stories, but different media were used with each group. The experimental group was taught audio-visually, with power point slides containing images of comic strips utilized in the lessons given to this group, whereas the control group was taught without any images. Both groups had the same vocabulary knowledge before the experiment, and after the treatment, the posttest results showed that both had progressed in vocabulary learning. However, the experimental group performed better than the control group. Therefore, the researchers concluded that listening to and viewing comic strips enhanced EFL vocabulary learning. The inclusion of pictures to illustrate the stories had a remarkable, and positive, effect on the development of students' vocabulary.

In Thailand, Jenprai and Weerawong (2013) investigated the effectiveness of storytelling-based instruction in improving sixth-grade students' listening and speaking skills. There were 60 participants. Two classes were chosen and assigned as an experimental group and a control group. The English listening and speaking skill achievement test was administered as a pretest and posttest. The students were taught for six weeks, with different methods used for each group. The experimental group was

taught using storytelling-based instruction, while the control group was taught in the traditional method. At the end of the experiment, questionnaires were employed to explore students' attitudes. The posttest results indicated that the English listening and speaking ability of the experimental group was significantly higher than the control group, and participants' attitudes toward storytelling-based instruction were highly positive. The storytelling-based activities effectively enhanced students' English listening and speaking skills. It confirmed the effectiveness of storytelling-based instruction.

Kunnu, Uiphanit, and Sukwises (2016) studied the development of vocabulary memorization using games. The participants were upper primary students who were in English club for seven weeks. Pretests and posttests were administered to compare the students' achievements, and the results showed that using games had a positive effect on their vocabulary learning. The researchers found that the participants were had greater interest and engagement in English learning by using such activities. They were enthusiastic, and they could concentrate better on the lessons; as a result, they gained more vocabulary knowledge. These results confirmed that the use of games positively affected learners' vocabulary learning.

Previous studies have indicated that teaching vocabulary using interesting materials is an effective method, while creating related activities can improve students' vocabulary learning. However, studies on utilizing story-based instruction to improve EFL students' vocabulary learning are limited. Consequently, the researcher decided to investigate the possibility of enhancing vocabulary learning by using story-based instruction.

Summary of the Chapter

This chapter reviewed vocabulary learning, methods of vocabulary teaching, and the importance of stories in language learning. It then describes the story-based instruction and benefits of the story-based instruction. Related research on vocabulary teaching and story is the final section in this chapter.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology employed in this study. It begins with presenting research design, participants, research instrument, data collections and data analysis.

Research Design

This study is an experimental study with mixed method approach. That is, the researcher combined qualitative, quantitative data collection and analyses. To increase the validity of a study and provide confirmation of the findings, this investigation was designed through a method triangulation. Mixed-methods research or methodological triangulation applies more than one kind of method in the study (Bekhet & Zauszniewski, 2012). The quantitative data included the participants' pretest and posttest scores from an English vocabulary test and scores obtained from questionnaires. The qualitative data gained from the semi-structured interview. This study was a pretest-posttest experimental research design investigating the effects of the story-based instruction on EFL students' vocabulary learning. The participants of the study were selected from a public school in Suratthani. Two groups of students were selected via purposive sampling. Then the students in both groups were randomly assigned into an experimental group and a control group. The students in the experimental group were taught to learn vocabulary through the story-based instruction, whereas the students in the control group were taught by school-based instruction. Figure 1 shows the design of this study.

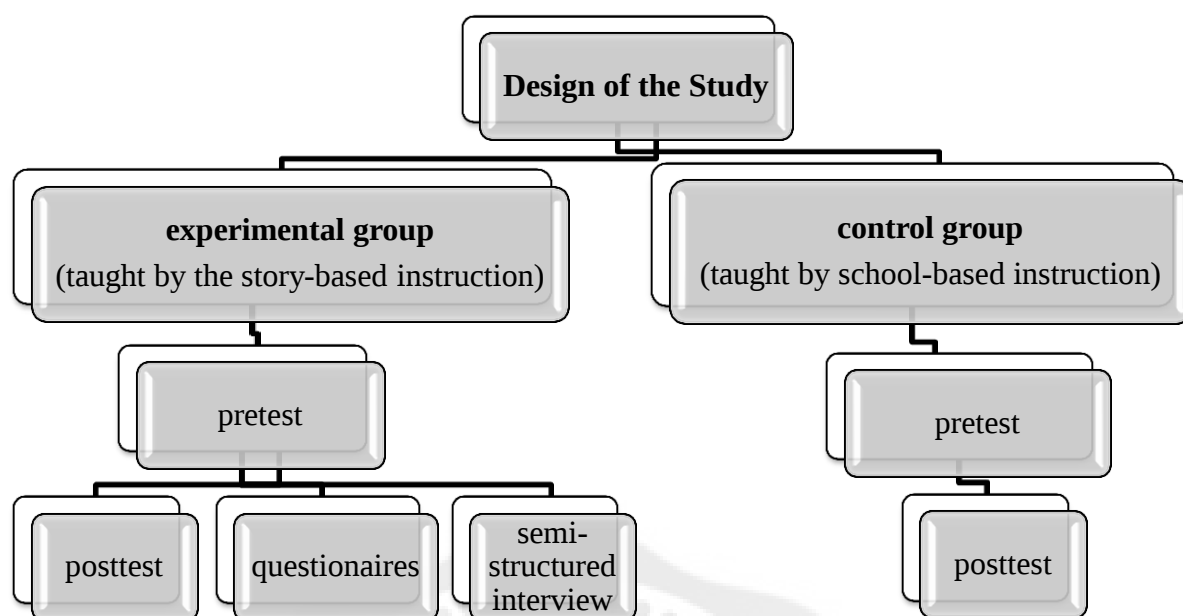


Figure 1. The design of the study.

Participants

The participants of this study comprised of 80 sixth-grade EFL students at a public school in Suratthani, Thailand in 2016 academic year. The reasons for choosing these participants were they were at the beginning level of English and also had to improve their English to a higher level. It was a good level to plant interest in English because they were entering a secondary school next year. Therefore, they were appropriate to be participants in this study.

Moreover, the reason for choosing a public school in Suratthani was it is the school in rural area. However, Suratthani is foreign tourists' destination. The students should improve their English in order to help develop their province. Even though, the participants were chosen purposively, they were randomly divided into two groups including the experimental and the control groups. To measure whether the students in both groups had the same level of vocabulary learning, students in both groups were asked to do the pretest. The data from the pretest were analyzed using mean scores (M),

standard deviations (*SD*), and the independent *t*-test analysis. The results were shown in table 1.

Table 1

A Comparison of Mean Scores of Students in the Experimental Group to Those of the Control Group

Time	Groups	n	<i>M</i>	<i>SD</i>	<i>t</i>	Sig.
Before the experiment	Experimental	40	12.325	5.484	.182	.856
	Control	40	12.550	5.184		

**Significance at the 0.05 level ($p < 0.05$)*

As presented in Table 1, the results revealed that before the experiment, there was no statistical difference between the mean scores of the students in the experimental group and those of the control group. The mean scores from the vocabulary pretest of the experimental group and the control group were 12.325 and 12.550, with the standard deviations of 5.484 and 5.184 respectively. It can be concluded that before the experiment, students in the experimental group had vocabulary learning at the same level as students in the control group.

Research Instruments

The instruments used in this study consisted of an English vocabulary test, lesson plans based on English vocabulary teaching through the story-based instruction, questionnaires to study students' opinions on vocabulary teaching through the story-based instruction, and a semi-structured interview. The details of research instruments were described as follows:

An English vocabulary test.

An English vocabulary test was developed for pretest and posttest to measure students' vocabulary learning in the experimental group and the control group. Pretest was used to evaluate students' background of vocabulary knowledge, while the posttest was used to check if students improve vocabulary learning after the experiment. The test comprised of 30 multiple choice items divided into three parts: vocabulary meaning, vocabulary spelling, and using vocabulary in context. Each part of the test consisted of ten items.

In selecting the words for an English vocabulary test, the following factors were considered:

1. Vocabulary items were appropriate for students' level.
2. Vocabulary items appeared in the lessons.
3. Vocabulary items were unfamiliar for the students.
4. Vocabulary items were based on the basic education core curriculum B.E.

2551 (Ministry of Education, 2008).

Table 2 shows the details in each part of the vocabulary test.

Table 2

Numbers and Items in Each Part of the Vocabulary Test

Parts of Vocabulary Test	Numbers of Items	Items in the Vocabulary Test
Vocabulary Meaning	10	1,2,3,4,5,6,7,8,9,10
Vocabulary Spelling	10	11,12,13,14,15,16,17,18,19,20
Using Vocabulary in Context	10	21,22,23,24,25,26,27,28,29,30
Total	30	

Lesson plans based on English vocabulary teaching through the story-based instruction.

Lesson plans were created to teach vocabulary through the story-based instruction. They were designed by the researcher to teach students in the experimental group. There were six units of lesson plan and worksheet. The process of teaching was divided into three stages. In the first stage, pre- stage, the instructor introduced the story (e.g. bedtime stories, fairy tales and fables) and activated students' knowledge by asking the questions to enhance them to relate their experiences to the story. The instructor also provided the students some key items of vocabulary and grammar by using objects, miming and images. In the second stage, while- stage, students were asked to do activities during the time they were listening to stories from teacher, CD, and video. For example, the instructor asked the students to predict words by showing only some letters. This stage aimed at drawing and maintaining student's attention, learning the meaning of English words, practice spelling and using the words in context. In the third stage, post- stage, students were assigned to do post-stage activities such as art activities and language activities in multiple modes. These activities were created for students to practice vocabulary learned in the story.

To design the lesson plans, the researcher selected six groups of words appropriate for sixth grade students. The target vocabulary was based on the basic education core curriculum B.E. 2551 (Ministry of Education, 2008). The content of words in lesson plans was in line with the sixth graders' textbook, which assigned for the English class in the participants' school. Each lesson plan was also designed to enhance students' vocabulary learning, as follows:

Lesson plan 1: Food and drink (*The Hungry Caterpillar*) 90 minutes

Lesson plan 2: Animals (*Brown Bear, Brown Bear, What Do You See?*) 90 minutes

Lesson plan 3: Climate and habitats (*Ali and the Magic Carpet*) 90 minutes

Lesson plan 4: House (*The Three Little Pigs*) 90 minutes

Lesson plan 5: Organ and function (*Little Red Riding Hood*) 90 minutes

Lesson plan 6: Characteristic (*Goldilocks and the Three Bears*) 90 minutes

Lesson plans based on English vocabulary teaching through school-based instruction.

Lesson plans for the control group were designed to teach the similar target words to the experimental group. Both groups had the same worksheets. However, the researcher did not use stories to teach words to the control group. These lesson plans were designed to teach vocabulary through school-based instruction. They were created by the researcher to teach students in the control group. These lesson plans followed a textbook and teacher manual chosen by the school where the participants studied. There were six units of lesson plan and worksheet. The teaching process was similar to the experimental group. That is, it was divided into three stages. In the first stage, pre-stage, the instructor activated students' prior knowledge by asking questions to enhance them to relate their experiences to target words. The instructor also led students to discuss about the topic of the lesson. In the second stage, while stage, the instructor wrote English vocabulary and word meanings in Thai on the board. Students were asked to copy target words and meaning to their notebooks. The vocabulary pronunciation, vocabulary meaning, vocabulary spelling, and using vocabulary in context were taught to students. They were asked to spell and read the words. The objectives of this stage aimed at

maintaining students' attention to focus on the lesson, learning English vocabulary meanings, practice spelling, and using the target words in context. In the third stage, post-stage, students were required to do post-stage activities. They did dictation. They had to spell the words correctly. After that, students did exercise on worksheets.

Each lesson plan was designed to develop students' vocabulary learning as follows.

Lesson plan 1: Food and drink (90 minutes)

Lesson plan 2: Animals (90 minutes)

Lesson plan 3: Climate and habitats (90 minutes)

Lesson plan 4: House (90 minutes)

Lesson plan 5: Organ and function (90 minutes)

Lesson plan 6: Characteristic (90 minutes)

Questionnaires to study students' opinions on vocabulary teaching through the story-based instruction.

The questionnaires were designed by the researcher to explore students' opinions on vocabulary teaching through the story-based instruction. The questionnaires contained 15 items (nine positive and six negative items). It was designed as a 5-point Likert Scale. The details were presented in Table 3.

Table 3

The Details of Numbers and Items of Positive and Negative Statements in the Questionnaires to Study Students' Opinions on the Story-based Instruction

Students' Opinion on the Story-based Instruction	Number of Items	Items Used in the Questionnaire
Positive Statements	9	1,3,4,6,8,10,11,13,15
Negative Statements	6	2,5,7,9,12,14
Total	15	

A semi-structured interview.

A semi-structured interview was employed to investigate students' opinions on vocabulary teaching through the story-based instruction and to assure the accurate results from the questionnaires. This method of interview was chosen because it allowed informants the freedom to express their opinions by using their own words. It also provided reliable and comparable qualitative data (Fraenkel, Wallen, & Hyun, 2015). The researcher had five open-ended questions for the interview. After the experiment, the researcher asked students to volunteer to be interviewed.

The researcher asked three experts in teaching English to determine content validity of instruments and comment on the appropriateness of language use by using the criteria of IOC (Index of Item Objective Congruence). The experts were two English teachers and one English native speaker. The first expert was an instructor teaching English at a university. The second one was a teacher teaching English to a primary school including sixth-grade students. She also taught English to the participants of this experiment. The third specialist was a British teacher teaching primary students at an international school. The experts reviewed an English vocabulary test together with

lesson plans based on English vocabulary teaching through the story-based instruction. They also checked questionnaires to study students' opinions on vocabulary teaching through the story-based instruction. After the researcher received feedbacks from the experts, the test and the questionnaires were revised.

Pilot Study

To determine the reliability, the researcher did the pilot test by administering the vocabulary test, the questionnaires, and the lesson plans based on English vocabulary teaching through the story-based instruction with thirty-five students (sixth-grade) at a public school in Suratthani who were not the participants in this study but had the same characteristics as the participants. All students were not the participants in this study. The instruments were analyzed using the reliability co-efficient Cronbach's alpha. The reliability of the test and the questionnaires were 0.72 and 0.87 respectively. Since Cronbach's alpha value was higher than 0.7, the research instruments of this study were strong enough to evaluate students' English vocabulary learning and opinions on the story-based instruction.

Data Collection Procedures

In this study, the quantitative and qualitative data were collected as follows.

Quantitative data collection. The quantitative data were collected in response to two research questions 1) What are the effects of teaching English words using the story-based instruction on EFL students' vocabulary learning?, 2) Is there any significant difference between the English vocabulary learning of the students in the experimental group taught by the story-based instruction and the control group taught by school-based instruction? The data were collected as in the following collection procedures.

To answer the first and second research questions, the experiment was conducted in the second semester of the academic year 2016 at a public school, Suratthani, Thailand. Students in the experimental and control groups were asked to do the pretest in the first week in order to determine their English vocabulary learning ability before the experiment. The second week, both groups were taught by using the different methods for six sessions per group. Each session lasted 90 minutes. The experimental group was taught through the story-based instruction, while the control group was taught by school-based instruction. After the instruction, students were asked to do the posttest. An English vocabulary posttest was administered in the eighth week of the experiment.

To answer the first research question, the students in the experimental group were also asked to answer the questionnaires to study students' opinions on vocabulary teaching through the story-based instruction. After that, the researcher analyzed what students responded in the questionnaires.

Qualitative data collection. Qualitative data were collected in response to the first research question, "What are the effects of teaching English words using the story-based instruction on EFL students' vocabulary learning?"

To support the data from the questionnaires, the interview was conducted after students' completing the questionnaires. The researcher asked students in the experimental group to volunteer in the interview; there were five students volunteering to participate in the interview session.

Data Analysis

The data from the research instruments were analyzed as the following:

1. The Data from students' scores of the pretest and posttest were analyzed using means cores (M), standard deviations (SD), and t -test analysis. Independent t -test analysis was used to determine whether there were any differences between vocabulary learning of students in the experimental group and that of the control group.

2. The data from the questionnaires on students' opinions on vocabulary teaching through the story-based instruction were scored as follows:

For the positive statements,

Opinion		Score
Strongly Agree	=	5
Agree	=	4
Neutral	=	3
Disagree	=	2
Strongly Disagree	=	1

For the negative statements, the scores were reversed in order to measure the level of students' values in the same direction as those of five positive statements as follows.

Opinion		Score
Strongly Agree	=	1
Agree	=	2
Neutral	=	3
Disagree	=	4
Strongly Disagree	=	5

Then the data obtained from questionnaires to examine students' opinions on vocabulary teaching through the story-based instruction was analyzed by mean scores and

standard deviation. The level of students' opinion was determined by using the following criteria.

Mean scores	Value
0-0.99	Highly negative
1.00-1.99	Negative
2.00-2.99	Average
3.00-3.99	Positive
4.00-4.99	Highly positive

3. The data from the interview were analyzed by content analysis. The researcher summarized and grouped the data from the interviewing into the percentage. Then the data was discussed descriptively with the plausible explanations.

Confidentiality of the Participants

The participants were informed that their names, personal data, and school name would not appear in the study or would be included in the data analysis. All information was destroyed immediately after the study was completed.

The Participants' Compensation

Compensation on the participants in this study was concerned because of two different teaching methods which the study was conducted. Although the experimental group and the control group were taught English vocabulary by different methods, they had occasion to study the same target words and structures. In addition, the teacher who taught English to the participants taught the target vocabulary again to both groups of participants after the experiment. This was to confirm that the participants' compensation was moderated by their teacher.

Summary of the Chapter

This chapter presented research methodology. It discussed participants, research instruments, pilot study, data collection procedures, and data analysis. Chapter 4 presents the results of the study.



CHAPTER IV

RESULTS OF THE STUDY

This study was conducted to examine the effects of teaching English vocabulary by using the story-based instruction on the sixth-grade students' English vocabulary learning. Additionally, this study was aimed to explore students' opinions on vocabulary teaching through the story-based instruction. This chapter presents the results of the study. The first part of the chapter presents the effect of teaching English vocabulary through the story-based instruction on students' vocabulary learning. The second part presents students' opinions on vocabulary teaching through the story-based instruction. The analysis of results from the interview data is also discussed.

As for how the story-based instruction affected English vocabulary learning, this part presents the results of descriptive statistics for the scores of the pretest and posttest of students in the experimental and control groups. The results were presented in tables showing means scores and standard deviation. An explanation and interpretation of the data are also provided.

Vocabulary Learning

The effects of the story- based instruction on EFL students' English vocabulary learning.

To report the effect of the story-based instruction on EFL students' English vocabulary learning, mean scores, standard deviations, and the *t*-test analysis were employed to analyze the mean scores of the pretest and posttest. The results were presented in Table 4.

Table 4

The Comparison of the Overall Mean Scores on Pretest and Posttest

Experimental group	n	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p-value</i>
Pretest	40	12.325	5.484	-8.302	0.000*
Posttest	40	22.000	4.461		

*Significance at the 0.05 level ($p < 0.05$)

Regarding Table 4, the analysis of *t*-test showed the positive effect of the story-based instruction on EFL students' English vocabulary learning. There was a statistically difference between the mean scores of the pretest and the posttest ($p < 0.05$). The mean score of posttest ($M = 22.000$, $SD = 4.461$) was higher than the mean score of pretest ($M = 12.325$, $SD = 4.461$).

The comparison of the story- based instruction to school-based instruction.

To compare vocabulary learning scores of students in the experimental group to those of the control group, mean scores, standard deviations, and the *t*-test analysis were used for the analysis of pretest and posttest scores. Independent *t*-test analysis was used to determine whether there was any difference in the mean scores of students in the experimental group and the control group. The results were presented in Table 5.

Table 5

The Comparison of the Mean Score of Vocabulary Learning Before and After the Experiment

Group	Before the Experiment		After the Experiment		<i>t</i>	<i>p</i> -value
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Experimental	12.325	5.484	22.000	4.461	-8.302	0.000*
Control	12.550	5.184	17.725	7.172	-4.382	0.000*

*Significance at the 0.05 level ($p < 0.05$)

Table 5 demonstrates that there were statistically significant differences between the pretest mean scores and the posttest mean scores of students in both groups ($p \leq .05$). For the experimental group, the posttest mean score ($M = 22.000$, $SD = 4.461$) was significantly different from the pretest mean score ($M = 12.325$, $SD = 5.484$). In the control group, the posttest mean score ($M = 17.725$, $SD = 7.172$) was also significantly different from the pretest mean score ($M = 12.550$, $SD = 5.184$). This means that students in both the experimental group and the control group improved their English vocabulary learning. These results indicate that after the experiment, the vocabulary learning of the students in the experimental group and the control group was significantly higher than before the experiment. The mean scores of an English vocabulary test of both groups are presented in Figure 2.

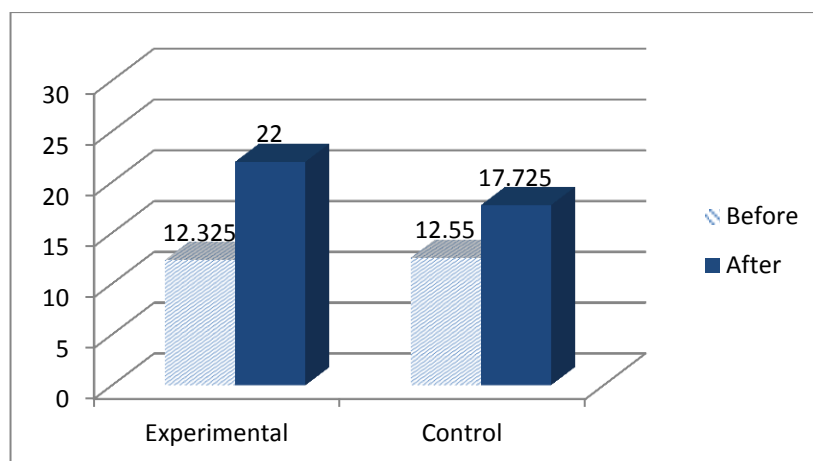


Figure 2. The mean scores of the experimental group and the control group.

As shown in Figure 2, before the experiment, the mean score of the experimental group was 12.325, and the mean score of the control group was 12.550. After the experiment, the mean score of the experimental group was 22.000, and the mean score of the control group was 17.725.

To compare the effect of the story-based instruction to school-based Instruction on EFL students' vocabulary learning, an independent *t*-test analysis was used. The results of this analysis are presented in Table 6.

Table 6

The Comparison of the Vocabulary Learning Scores of the Experimental Group to Those of the Control Group

	Groups	n	M	SD	t	p-value
Pretest	Experimental	40	12.325	5.484	0.182	0.856
	Control	40	12.550	5.1484		
Posttest	Experimental	40	22.000	4.461	-5.711*	0.000*
	Control	40	17.725	7.172		

*Significance at the 0.05 level ($p < 0.05$)

Table 6 shows that there was no statistically significant difference between the pretest mean score of students in the experimental group ($M = 12.325$, $SD = 5.484$) and that of the control group ($M = 12.550$, $SD = 5.184$). This suggests that before the experiment, students in the experimental group had vocabulary learning at the same level as students in the control group. However, the posttest was found to be statistically significant ($p \leq .05$). These results indicated that the vocabulary learning of the students in the experimental group ($M = 22.000$, $S.D. = 4.461$) was significantly higher than that of the control group ($M = 17.725$, $S.D. = 7.172$).

The comparison of vocabulary learning in each aspect.

Vocabulary learning was explored in three aspects including vocabulary meaning, vocabulary spelling and using vocabulary in context. The mean scores of each aspect of students in the experimental group were compared to those of the control group. The t -test analysis was employed, and the results were shown in table 7.

Table 7

The Comparison of the Mean Scores of Pretest to Posttest

Group	Vocabulary learning	n	Pretest		Posttest		t	p -value
			M	SD	M	SD		
<i>Experimental</i>	Meaning	40	4.53	2.375	7.58	1.615	-6.673	0.000*
	Spelling	40	3.25	3.251	7.48	1.867	-9.463	0.000*
	Using in context	40	4.55	1.797	6.95	1.839	-5.629	0.000*
<i>Control</i>	Meaning	40	4.43	1.986	6.25	2.529	-4.455	0.000*
	Spelling	40	3.40	1.919	6.58	2.827	-6.539	0.000*
	Using in context	40	4.73	2.013	4.90	3.161	-.312	0.756

*Significance at the 0.05 level ($p < 0.05$)

As shown in Table 7, for the experimental group, there was statistically significant difference between the pretest mean score and the posttest mean scores in all three aspects including meaning, spelling, and using in context ($p < 0.05$). The mean scores of the posttest ($M = 7.58$, $S.D. = 1.615$; $M = 7.48$, $S.D. = 1.867$; $M = 6.95$, $S.D. = 1.839$) were higher than the mean scores of pretest. ($M = 4.53$, $S.D. = 2.375$; $M = 3.25$, $S.D. = 3.251$; $M = 4.55$, $S.D. = 1.797$). This indicates that students improved vocabulary learning in all three aspects. However, for the control group, there was statistically significant difference in two aspects—meaning and spelling. The mean scores of the posttest ($M = 6.25$, $S.D. = 2.529$; $M = 6.58$, $S.D. = 2.827$) were higher than the mean scores of pretest ($M = 4.43$, $S.D. = 1.986$; $M = 3.40$, $S.D. = 1.919$). For using vocabulary in context, there was no statistically significant difference between the pretest mean score and the posttest mean score.

The following section describes results of the three aspects of vocabulary learning.

Vocabulary meaning.

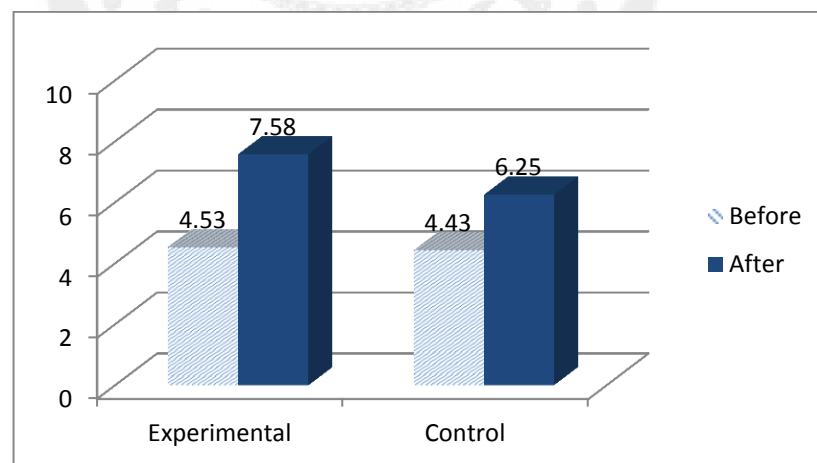


Figure 3. The mean scores of vocabulary meaning.

As shown in Figure 3, before the experiment, the mean score of the experimental group was 4.53, and the mean score of the control group was 4.43. After the experiment,

the mean score of the experimental group was 7.58, and the mean score of the control group was 6.25. An independent *t*-test analysis was used to compare the vocabulary meaning score after instruction of the experimental group to that of the control group. The results of this analysis are presented in Table 8.

Table 8

Comparison of the Vocabulary Meaning Scores of the Experimental Group to the Control Group

Time	Group	n	<i>M</i>	<i>SD</i>	<i>t</i>
Before the experiment	Experiment	40	4.53	2.375	.198
	Control	40	4.423	1.986	
After the experiment	Experiment	40	7.58	1.615	-3.914*
	Control	40	6.25	2.529	

*Significance at the 0.05 level ($p < 0.05$)

Table 8 shows that before the experiment, there was no statistically significant difference between the mean score of students in the experimental group ($M = 4.53$, $S.D. = 2.375$) and that of the control group ($M = 4.423$, $S.D. = 1.986$). This suggests that before the experiment, students in the experimental group had vocabulary meaning at the same level as students in the control group. However, after the experiment, the gain scores of posttest on vocabulary meaning were found to be statistically significant ($p \leq .05$). These results indicated that the vocabulary meaning of the students in the experimental group ($M = 7.58$, $S.D. = 1.615$) was significantly higher than that of the control group ($M = 6.25$, $S.D. = 2.529$).

The second aspect of vocabulary learning is spelling.

Vocabulary spelling.

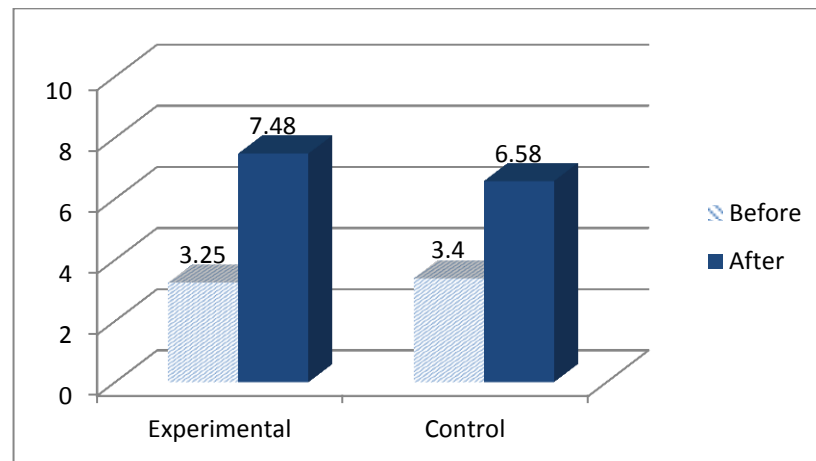


Figure 4. The mean scores of vocabulary spelling.

As shown in Figure 4, before the experiment, the mean score of the experimental group was 3.25, and the mean score of the control group was 3.4. After the experiment, the mean score of the experimental group was 7.48, and the mean score of the control group was 6.58. An independent *t*-test analysis was used to compare the vocabulary spelling score after instruction of the experimental group to that of the control group. The results of this analysis are presented in Table 9.

Table 9

Comparison of the Vocabulary Spelling Scores of the Experimental Group to the Control Group

Time	Group	n	<i>M</i>	<i>SD</i>	<i>t</i>
Before the experiment	Experiment	40	3.25	2.351	.329
	Control	40	3.40	1.919	
After the experiment	Experiment	40	7.48	1.867	-3.25*
	Control	40	6.58	2.827	

*Significance at the 0.05 level ($p < 0.05$)

Table 9 shows that before the experiment, there was no statistically significant difference between the mean score of students in the experimental group ($M = 3.25$, $S.D. = 2.351$) and that of the control group ($M = 3.40$, $S.D. = 1.919$). This suggests that before the experiment, students in the experimental group had vocabulary spelling at the same level as students in the control group. However, after the experiment, the gain scores of the posttest on spelling test were found to be statistically significant ($p \leq .05$). These results indicated that the vocabulary spelling of the students in the experimental group ($M = 7.48$, $S.D. = 1.867$) was significantly higher than that of the control group ($M = 6.58$, $S.D. = 2.827$).

The last aspect of vocabulary learning explored in this study is using vocabulary in context.

Using vocabulary in context.

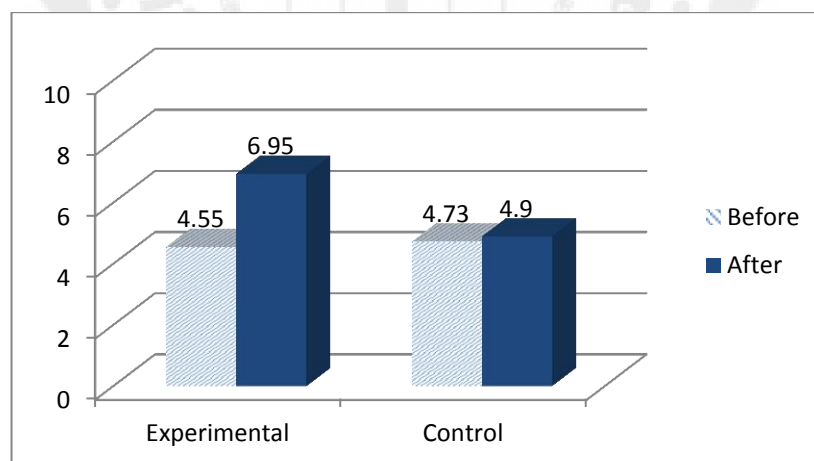


Figure 5. The mean scores of using vocabulary in context.

As shown in Figure 5, before the experiment, the mean score of the experimental group was 4.55, and the mean score of the control group was 4.73. After the experiment, the mean score of the experimental group was 6.95, and the mean score of the control group was 4.9. An independent *t*-test analysis was used to compare scores on using

vocabulary in context after instruction of the experimental group to that of the control group. The results of this analysis are presented in Table 10.

Table 10

Comparison of Using Vocabulary in Context Scores of the Experimental Group to the Control Group

Time	Group	n	M	SD	t
Before the experiment	Experiment	40	4.55	1.797	.385
	Control	40	4.73	2.016	
After the experiment	Experiment	40	6.95	1.839	-5.785*
	Control	40	4.9	3.161	

*Significance at the 0.05 level ($p < 0.05$)

Table 10 shows that before the experiment, there was no statistically significant difference between the mean score of students in the experimental group ($M = 4.55$, $S.D. = 1.797$) and that of the control group ($M = 4.73$, $S.D. = 2.016$). This suggests that before the experiment, students in the experimental group had using vocabulary in context at the same level as students in the control group. However, after the experiment, the gain scores of the posttest on using vocabulary in context were found to be statistically significant ($p \leq .05$). These results indicated that using vocabulary in context of the students in the experimental group ($M = 6.95$, $S.D. = 1.839$) was significantly higher than that of the control group ($M = 4.9$, $S.D. = 3.161$).

So far, the results of pretest and posttest of the experimental and control groups before and after the treatment of the story-based instruction have been reported. The following section reports data from questionnaires and semi-structured interviews to show students' opinions on the story-based instruction.

Students' Opinions on Vocabulary Teaching through the Story-based Instruction

To study students' opinions on vocabulary teaching through the story-based instruction after the instruction of the experimental group, the data were collected and merged from the questionnaire and semi-structured interview.

Questionnaires.

The data from the questionnaire were scored as follows: for the positive statements, Strongly Agree =5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1; for the negative statements, to measure the level of students' opinions in the same way as the positive statements, the scores were reversed--Strongly agree = 1, Agree = 2, Neutral = 3 Disagree = 4, Strongly Disagree = 5. The level of students' opinions were determined by using the criteria as 0-.99 = Highly Negative, 1.00-1.99 = Negative, 2.00-2.99 = Average, 3.00-3.99 = Positive, 4.00-4.99 = Very positive. The results are revealed in Table 11.

Table 11

Opinions on Teaching Vocabulary through the Story-based Instruction

Item	Statements	n	<i>M</i>	<i>SD</i>	Level
1	Activities in class allowed me to understand more meaning of vocabulary.	40	4.83	.385	Highly Positive
2	Activities in class did not help me to spell English vocabulary studied in class.*	40	4.65*	.579	Highly Positive
3	Activities in class allowed me to correctly use English vocabulary in sentences.	40	4.53	.599	Highly Positive
4	Activities in class allowed me to learn more English vocabulary.	40	4.60	.545	Highly Positive
5	Activities in class were not useful for improving my English skills.*	40	4.65*	.483	Highly Positive

Item	Statements	n	M	SD	Level
6	I think activities in class were interesting.	40	4.70	.516	Highly Positive
7	I did not want to study English subject because I was unhappy when I had to do activities in class.*	40	4.75*	.494	Highly Positive
8	I had a lot of fun from activities in class.	40	4.70	.464	Highly Positive
9	Activities in class were too difficult.*	40	4.45*	.639	Highly Positive
10	I was happy with learning.	40	4.83	.501	Highly Positive
11	Activities in class encouraged me to have more confidence in using English.	40	4.43	.675	Highly Positive
12	I could not apply English vocabulary I learned in class to my daily life.*	40	4.65*	.622	Highly Positive
13	I can use English vocabulary more correctly from doing activities in class.	40	4.53	.816	Highly Positive
14	Activities in class could not encourage me to speak English.*	40	4.35*	.769	Highly Positive
15	Activities in class allowed me to write English vocabulary more correctly.	40	4.70	.516	Highly Positive
Average		40	4.62	.314	Highly Positive

* *Negative statement*

Table 11 reveals that the value of students' opinions on vocabulary teaching through the story-based instruction were highly positive ($M = 4.62$) for all items. This means that students favored the teaching method and enjoyed class activities. The statements of the highest agreement were: "Activities in class allowed me to understand more meaning of vocabulary," ($M = 4.83$) and "I was happy with learning." ($M = 4.83$). In

addition, students thought that the method of teaching helped them develop vocabulary knowledge and English skills. As shown in table 3, the statements “Activities in class allowed me to write English vocabulary more correctly” (M= 4.70), “Activities in class were not useful for improving my English skills” (M= 4.65)*, and “I could not apply English vocabulary I learned in class to my daily life” (M= 4.65)* were rated at a highly positive level.

Although there were five statements received the lowest scores compared to other statements, the mean scores were still in a highly positive level. These statements were: “Activities in class could not encourage me to speak English” (M=4.35)*, “Activities in class encouraged me to have more confidence in using English” (M=4.43), “Activities in class were too difficult” (M=4.45)*, “Activities in class allowed me to correctly use English vocabulary in sentences” (M=4.53), and “I can use English vocabulary more correctly from doing activities in class” (M=4.53).

Interviews.

The data from the interview were analyzed by content analysis. The result from interviewing students in the experimental group supported the results from the questionnaires. All five interviewed students said that the story-based activities in classroom help them understand more meaning of vocabulary, and they enjoyed learning. For example, three students said that it was easy for them to understand English vocabulary meaning. Activities help them understand vocabulary meaning better, and it was also the fast way to learn words. Four students said that they were happy with learning, and the instruction was not boring. Two students said that they really enjoyed learning; they did not feel sleepy. The materials used in class, especially PowerPoint slides with motion pictures made them interested in the lessons.

Students agreed that the story-based instruction improved their vocabulary knowledge and English skills. All interviewees responded that classroom activities enhanced them to improve vocabulary learning. All students said that they could write English words more correctly. For instance, one student stated, “I am better in spelling words and can use the words in sentences correctly.” Another student reported, “I am more confident in writing and speaking because my English skill is better.” Four students confirmed that repetition of words in stories help them to remember vocabulary. Then they could use new words fluently in their daily life. This can be interpreted that students perceived vocabulary teaching by using the story-based instruction assisted their English language, and they could use vocabulary.

In addition, all interviewees said that they have more confidence to use English. One student commented, “I am more confident to use and speak English, because I was encouraged to speak English in class. The activities we did in class enhanced me to practice English.” Three students said that classroom activities were not too difficult. One student said, “I also like group activities, because they supported us to be unity. We could learn social skills from doing activities.” All students said that activities in class helped them to use English vocabulary more correctly in both writing and speaking. One student said that he could use English vocabulary in sentences. When he wanted to use the words he learned in class, he would think of stories and activities. It was easy for him to recognize how to use the words correctly. All students also confirmed that they will use the story-based instruction if they are English teachers.

There are also some interesting comments found in this study. One student suggested, “I wanted to be asked to spell the words several times. It was not boring to repeat the words.” Another student commented that the instruction for each session should last more than 90 minutes because she enjoyed activities and wanted to spend

more time with stories and activities. Every student said that they liked to predict the stories because they were more interested in and confident to join in the stories. One student supported, “Even though, they had the wrong prediction, they were still good at memorizing of words.” All of them favored to see and touch real materials. For example, one student said, “Real materials enhanced me to have more interest in learning new words. I wanted to know how they were related to the lessons, and what those materials were called in English.” Another student also emphasized, “Touching the real materials was superb way to learn new words. I wanted to know more words relating to the materials I saw. Moreover, I could easily recall the words when I saw the real ones later.” Finally, some students declared that the story-based instruction was better than school-based instruction. In sum, all interviewees liked the story-based instruction.

The result of students’ opinions on vocabulary teaching through the story-based instruction strongly supported that using the story-based instruction to enhance students’ vocabulary learning had highly positive effects on students’ vocabulary learning. Furthermore, the results from the semi-structure interview of students in the experimental group taught by the story-based instruction confirmed the results from the questionnaires.

Summary of the Chapter

This chapter presented the results of the research questions regarding the effects of English vocabulary teaching through the story-based instruction on sixth-grade students’ English vocabulary learning. The differences between the students’ vocabulary learning before and after the experiment were shown. Moreover, it presents students’ opinions on English vocabulary teaching through the story-based instruction which were found to be mainly positive. The next chapter is the conclusion of the study with the discussion, implication, and limitations of the study, and recommendations for further studies.

CHAPTER V

CONCLUSION AND DISCUSSION

The main purpose of this study was to investigate the effect of teaching vocabulary through the story-based instruction on the sixth grade students' vocabulary learning. Furthermore, the study explored the students' opinions on vocabulary learning by using the story-based instruction. This chapter concerns summary of the research, summary of the main findings followed by discussion. It also provides implications, the limitations of the study, and recommendations for further studies.

Summary of the Research

This study was conducted (a) to examine the effects of the story-based instruction on EFL students' English vocabulary learning, (b) to compare the effects of the story-based instruction and school-based instruction on EFL students' vocabulary learning, and (c) to investigate EFL students' opinions on vocabulary learning through story-based instruction. Eighty 6th-grade students in EFL classrooms were selected as participants via purposive sampling. This study was conducted during the second semester of the 2016 academic year at a public school in Suratthani.

For this study, the students were divided into experimental (40 students) and control (40 students) groups. An English vocabulary test, lesson plans based on English vocabulary teaching through the story-based instruction, questionnaires to study students' opinions on learning vocabulary via the story-based instruction, and semi-structured interviews were used as the research instruments in this study.

Before the study started, the participants in both groups took the pretest. The aim of this pretest was to determine the participants' background knowledge of vocabulary

meaning, vocabulary spelling and using vocabulary in context. Then, they were taught using the two different methods mentioned above. The experimental group was taught using lesson plans that incorporated the story-based instruction, while the control group was taught through school-based instruction.

After six weeks of instruction, students in both groups took the posttest to examine their achievements in vocabulary learning. The posttest was administered to determine whether there were significant differences in students' gains in English vocabulary knowledge between the experimental and the control groups. Soon after the administration of the posttest, the students in the experimental group were also asked to complete the questionnaires about their opinions on their vocabulary learning through the story-based instruction. A week after the experiment, five students were selected for interviews from the pool of volunteers from the experimental group. The questionnaire and test data were analyzed using mean scores (*M*), standard deviations (*SD*), and *t*-test analyses.

The results showed that students in both groups improved their vocabulary knowledge. The mean score of the posttest was higher than that of the pretest in both groups. Also, there was a statistically significant difference between the posttest mean scores of the two groups: the mean score of the experimental group was higher than that of the control group. This indicates that the story-based instruction was more effective in increasing students' vocabulary knowledge. Overall, the findings of the present study showed that teaching English vocabulary through the story-based instruction enhanced vocabulary learning.

There are several points in the findings that need further discussion. First, the results indicated that there was statistically significant difference in the pre- and posttest scores of students both in the experimental group and the control group ($p \leq .05$). This

means that both story-based and school-based did improve students' vocabulary knowledge.

Second, this study examined whether there was any significant difference between the English vocabulary learning of the students in the experimental group taught using the story-based instruction and the control group taught via school-based instruction. After comparison between the two teaching methods, the story-based instruction was found to be more effective than school-based instruction. At the end of the study, the vocabulary knowledge of the students in the experimental group was significantly higher than that of the control group ($p \leq .05$). In addition, the mean scores of students in the experimental group were significantly higher than those of the control group in every aspect, including meaning, spelling, and using vocabulary in context. This shows the effectiveness of the story-based instruction in the present study.

The third aim of this research was to explore EFL students' opinions on vocabulary teaching through story-based instruction. The results of the questionnaires indicated that the opinions of students were highly positive ($M = 4.62$). Additionally, the results of the interviews supported the questionnaire responses, revealing that students favored the story-based instruction.

Discussion

The result of this study demonstrated that both the story-based instruction and school-based instruction supported students in improving their English vocabulary learning. However, the statistical findings of this study showed that the story-based instruction was more effective than school-based instruction. Teaching English vocabulary through the story-based instruction enhanced students' vocabulary learning efficiently. The story-based instruction was an effective method to improve EFL

learners' vocabulary knowledge by using stories, activities, and multiple types of materials. Therefore, this study supported the discussion that the story-based instruction was a valuable method to enhance EFL students' vocabulary learning.

The story-based instruction was effective in developing EFL students' vocabulary knowledge for many reasons. First, students in this study were encouraged to practice using words in context, because English words were incorporated in stories. Stories provided the comprehensible knowledge necessary for vocabulary acquisition and language competence. For example, students were taught how to use the word, "straw" in context by using the sentence "Can I have some straw, please?" in a story. The researcher encouraged students to answer this question. The students replied, "Yes, you can. Here is some straw."

The illustrations presented in texts also helped students to learn words' meanings. When the target words were contextualized, it became easy for students to elicit the meaning, remember spellings, and practice using the target words in various contexts. Stories gave abundant contextual clues to help students learn the language through practical use. This method of teaching helped students gain vocabulary knowledge and learn to actually use the words. From the English vocabulary test results, it is clear that there were significant differences in all aspects of both groups' pretest and posttest mean scores. However, in the control group, using vocabulary in context aspect of the posttest scores was not significantly different from that of the pretest. This was because the control group did not learn or practice using words in context. When teaching this group, the researcher merely wrote words in English and meanings in Thai on a blackboard, and the students simply copied the words in their notebooks.

These findings were consistent with those of Huang (2006) and Abdolmanafi-Rokni and Qarajeh (2014). Both of these prior studies reported that contextualized stories

were an effective method for increasing meaning construction. They also found that stories had powerful impacts, and could be used to extend students' vocabulary as well as expand their understanding of words they already knew. Furthermore, as Pinto and Soares (2012) declared, the story-based instruction provides students vocabulary meaning and grammar structure in the form of stories.

Next, activities in the story-based instruction allowed students to see how words could be used in sentences in many situations, and presented students with multiple real-world examples of vocabulary usage. In the lesson, the researcher taught the word "hot." The students were asked, "What is the weather like?" On that day, the sky was getting dark, the temperature was high, and it was going to rain. The researcher led students to talk about the weather they were seeing outside their classroom. They could understand the word not only through the story and the researcher's explanation, but also the actual weather in that situation.

Students were instructed to do activities related to real situations. This effective condition helped students to infer vocabulary meanings and use from context. It also supported students' retention of newly learned words. The inclusion of a textual environment also supported vocabulary memorization. The experimental group experienced noticeable progress, as shown in the posttest mean scores. On the contrary, for the control group, target words were taught by simply explaining words' meanings, without introducing any situations. This can be seen clearly in the questionnaires' results, which showed that students had highly positive opinions on the story-based instruction. They agreed that activities in class allowed them to learn to use English vocabulary correctly in sentences. This was accordance with the idea of Nisbet and Shucksmith (1986), that if learners have a depth of processing, their input turns to intake. To transfer

vocabulary from short-term memory to long-term memory when learners process new words is a main goal of studying words (Nassir, 2012).

Additionally, in the experimental group, they also had chances to learn words using real objects. In the classroom, there were innovative and authentic materials to enhance learning. For instance, the researcher presented some real straw, a few sticks, and a real brick to students. The students were allowed to handle each material and discuss its texture, weight, sturdiness, and so forth. This made their vocabulary learning into a more active and energetic activity. Interviewees said that seeing the real objects helped them to remember the words, and to retrieve them when they wanted to use those words later. Undoubtedly, the story-based instruction helped students to acquire vocabulary knowledge very well, and to easily recall the words they learned when they did the posttest. These findings were in line with those of Alqahtani (2015), who proposed that real objects present concrete references for new words. They can be employed to demonstrate vocabulary meanings and help students to memorize target words.

This study found that the visual materials were a good tool to encourage students to learn vocabulary. Visual elements made vocabulary learning process easier, and more enjoyable and memorable. In the lesson, students' participation was higher when the researcher used verbal and visual aids together. The experimental group viewed pictures and learned both names and pronunciation of the things shown in the images. Flashcards were utilized to teach students word meanings and spellings. The researcher also improved students' listening skills by asking students to listen to words and match them with pictures.

The visual materials, used in association with words, increased students' interaction for better learning. Students had higher levels of concentration. They had no

doubts about word meanings, because the pictures explained them clearly. In one interview, a student said that he could think of words by remembering the pictures, and associate a word with an image when he wanted to use that word. From the questionnaires, it was clear that students also strongly agreed with the statement, “Activities in class allowed me to understand more meanings of vocabulary” ($M=4.83$). This finding falls in line with a study by Hashemi and Pourgharib (2013), in which the use of visual elements was also found to make the learning process satisfying and memorable. They determined that students who were taught using visual instruction had improved vocabulary learning and retention.

The story-based instruction was also a memory aid for learning the language; students easily stored and retrieved new knowledge because of the variety of repetition techniques involved. There were two types of repetition used with the story-based instruction in this study. First, stories had repeated words and sentences. For example, the story of Goldilocks and the three bears had several repeated words presented in the story. The rehearsal of words was the foundation of fluent communicative ability.

Another lesson plan used the story, “Brown bear, brown bear, what do you see?” as a tool to teach vocabulary. This story also contains many repeated sentences. For example, the question, “What do you see?” was repeated throughout the story. The pattern of the responses was also repeated each time the character answered the question. The repetition of words and sentences made it easy to comprehend the story and remember the new vocabulary. Second, words were accompanied by repeated activities. For example, students were asked to think and make predictions about what would happen next in the story many times. Students were encouraged to join stories. They were also asked to repeat words aloud for better learning.

This repetition helped students to focus on the stories and target words. The students were also given multiple chances to practice using these words both in speaking and writing. These various activities helped them to recall and use words. This finding is supported by the suggestions of Khabiri and Pakzad (2012), who found that learning depended on re-presenting words, recycling words and re-noticing words. Loukia (2006) proposed that when the language was repeated, students could easily memorize the stories as well as new vocabulary words.

Relatedly, prediction helped students to acquire and retain language items, and focus on lessons. In the lessons, students in the experimental group were frequently encouraged to predict what would happen in stories. The researcher asked them to discuss what they would do if they were characters in stories. This activity helped students concentrate on the stories. In one interview, a student declared that he really liked the way the researcher asked the class to guess, because guessing helped him to focus on the stories. Then he could remember those answers. Students also made an attempt to guess vocabulary—both words' meanings and spellings. This activity aided students' retention by associating new vocabulary with words they already knew. The results from questionnaires demonstrated that these activities helped students to remember how to spell the new vocabulary items correctly. From these activities, they learned English vocabulary subconsciously. This finding reflects the work of Loukia (2006), who observed that guessing is an appealing technique for engaging learners' imagination. Hulstijn and Laufer (2001) supported this finding, adding that production activities help learners to memorize words more effectively than reading comprehension ones.

Importantly, the use of the story-based instruction in this study played a marked role in improving students' motivation for learning. This is especially significant because

students' motivation is strongly correlated to their achievement. According to Dornyei (2009), motivation is not only a psychological concept, but also has great significance in language study, because it leads to achievement in learning. In this study, it was found that the components of the story-based instruction contributed significantly to learners' motivation.

In this study, the use of story-based instruction both motivated students to learn vocabulary, and improved their performance in class. This is because when the story-based instruction was utilized, the students did not feel bored while learning. They felt more comfortable participating in lessons. Based on observation, students in the experimental group were interested in and enjoyed stories. They looked surprised at the unexpected acts of the characters and laughed at the amusing parts.

Students related high levels of engagement with and enjoyment of the stories in their questionnaire responses. Most of students answered that, "I was happy with learning." These findings are in line with Vural's (2013), who stated that stories are attractive materials in language lessons, and a motivating resource for language learning. Martinez (2007) said that the story-based instruction can foster positive opinions of language learning. Ellis (1994) also confirmed that motivation is an indicative factor for language learning abilities. Tasks can be better accomplished when learners are motivated and willing to do them.

When the students enjoyed stories and activities, they were much more engaged in the lessons. This engagement was a causative factor that increased students' motivation and led to further achievements. The story-based instruction grabbed students' attention. Moreover, teaching materials drew students' interest when visual aids and props were used; they were willing to interact with the researcher by predicting the storyline and answering questions. In addition to the story-based instruction, students were given

communicative activities and some sample exercises. They also had interaction and discussions about stories. This led to good results in worksheet exercises and positive motivational effects on students. From the interview, students said that they had inspiration to join classroom activities and could recite the vocabulary they learned in class and practiced using them in sentences. This agrees with Khatip and Daftarifard (2013), who claimed that the use of stories was an effective way for learners to develop a greater level of motivation in EFL learning. Kosior (2014) also supported this finding, arguing that activities in stories aroused and motivated students to engage in the learning process.

Motivation affected the level of achievement of students in the experimental group. When they had a high level of motivation, they also had a high level of achievement. Students' enjoyment made them pay more attention to lessons. One interviewee said that they paid attention to the lessons and carefully listened to the teacher because they wanted to be the winner when playing games. Their concentration in the lessons enabled them to learn new vocabulary effectively. This led to greater student achievement, demonstrated by the higher vocabulary learning scores of students in the experimental group, compared to those of the control group. Moreover, the experimental group also had higher scores on vocabulary learning than the control group, who were taught through school-based instruction. The study by Broussard (2002) supports this finding: motivation and engagement in learning can predict levels of achievement or even the failure of learners.

Likewise, the story-based instruction benefits the mental and social aspects of students. The results of this study showed that the usage of stories in the experimental group affected students' ideas about their ability to carry out their tasks. The researcher noticed that students' curiosity improved their self-awareness and responsibility for their

tasks. The enriched contents of stories provided the students with opportunities to express their own voices. This encouraged them to be more confident in speaking English, as seen in the questionnaire responses. They also had to collaborate with others to complete the group activities, which benefited them by helping them learn how to deal with others. One of interviewees said, “Group activity helped us to do group work. To complete the tasks, unity was required.” Many activities in class followed a set of values, including unity and respect, that are very important in today's society. Like Tomlinson's (2003) findings, using stories was good for students' minds and socialization; using literary texts in English language teaching is an accepted way to integrate sociological and psychological realities into classrooms.

Finally, a wide range of activities based on stories presented multiple aspects of language to students and created a productive environment for the students to learn English vocabulary in. Students were not bored by activities because of their variety. Appropriate activities also introduced new words to students. In addition, there were many activities encouraging students to apply all four language skills (listening, speaking, reading, and writing) to their vocabulary learning.

These activities were not only intended to improve vocabulary learning, but also other aspects of language learning. For example, the students were asked to do role plays, sing songs, draw pictures, play games, etc. They showed what they knew through these activities, which encouraged students to think and work together with their classmates. In this way, students in the experimental group achieved greater vocabulary knowledge together with language learning.

In line with Abidin, Pour-Mohammadi, Singh, Azman, and Souriyavongsa, (2011) songs are another important part of language experiences. When songs were coordinated with language lessons, they had great value. Furthermore, Mehregan (2014) stated that

game-based tasks provide students chances to work together for vocabulary learning and to use English subconsciously. The suggestions of Hanna, David, and Francisco (2010) also supported this idea. They said that instruction in a multimodal environment provides learners opportunities to ensure information they identify is effective for their learning.

The findings of this study were consistent with those of previous studies conducted by researchers in the field of language teaching and learning. Zabala, Cano, and Roldan (2009) investigated teaching vocabulary to third-grade students in Colombia using illustrated stories. Their results showed that the students were able to connect new vocabulary knowledge with images. In short, the use of images supported students' vocabulary learning. These researchers suggested that using flashcards, posters, and illustrated stories helped students to identify specific situations in the story.

The findings of this study are also in accord with Hashemi and Pourgharib's (2013). They carried out an investigation of the effects of visual instruction, such as real objects, pictures and flashcards, on vocabulary learning. There were 39 participants divided into an experimental group and a control group. The experimental group studied new vocabulary visually, while the control group learned new words traditionally. They were instructed for eight sessions. Their study demonstrated that the experimental group had higher scores than the control group, because students in the experimental were taught through visual instruction. Visual treatment benefited learners in several ways. It motivated students to learn with enjoyment, and also improved their recall and retention of vocabulary.

Finally, the results of this study were in line with Kunnu, Uiphanit, and Sukwises (2016), who studied improvement in vocabulary memorization using games. Their participants were upper primary students in Thailand. The teaching lasted seven weeks. These students were asked to play games such as word spelling, word matching and

pictures. Pretests and posttests were administered to compare the students' achievements, and the results showed that using games had a positive effect on vocabulary learning. The observation of learners' behaviors also found that activities in class encouraged students to be more interested in learning English.

Implications of the Study

The result of this study demonstrated that teaching English vocabulary by using either the story-based instruction or school-based instruction improve EFL students' vocabulary learning. Both teaching methods are helpful in English class. They are effective ways to enhance students' vocabulary learning. However, in comparison of the story-based instruction to school-based instruction, the story-based instruction was found to be better than school-based instruction. Therefore, the story-based instruction can be an alternative way for language educators and teachers to develop their English vocabulary teaching methods and language instruction.

The present findings suggest that creating a good classroom atmosphere enhances students' achievement, and is a good way to develop students' learning. Pair work or group activities should be integrated into lessons to help students feel comfortable, relaxed, and confident in their studies. Learning will progress efficiently when learners' anxiety is low. Teaching materials are also a significant factor in students' success. Using varied materials (e.g. real objects, visual aids, songs, etc.) in classrooms will improve students' learning. The present study also found that repetition improves learners' memory and helps them to be more confident in their newly acquired knowledge. Guessing before explanation is also helpful. Teachers can apply these techniques to their instruction to increase audiences' participation and motivation.

Developers of teaching materials should integrate stories into English literacy textbooks. Activities should be recommended to engage and motivate students. Their English language competence will be improved if there is greater attention paid to vocabulary learning by both language learners and language teachers. Powerful techniques to enhance vocabulary learning should be applied, so that the language learners achieve good results from their language studies. For these reasons, teachers and administrators should consider implementing the story-based instruction in English classes to develop students' vocabulary competence, and into EFL curricula to help teachers and students in teaching and learning the English language.

Limitations of the Study

This study was conducted with sixth-grade EFL students in a public school, a very particular group of participants. The findings of this study therefore might not be generalized to other groups of students in different levels and contexts. A potential impact of learner involvement might have inadvertent. Different schools might have different techniques to teach English words. Therefore, the results of this study might not be applicable to teaching English words to students with other characteristics.

Recommendations for Further Studies

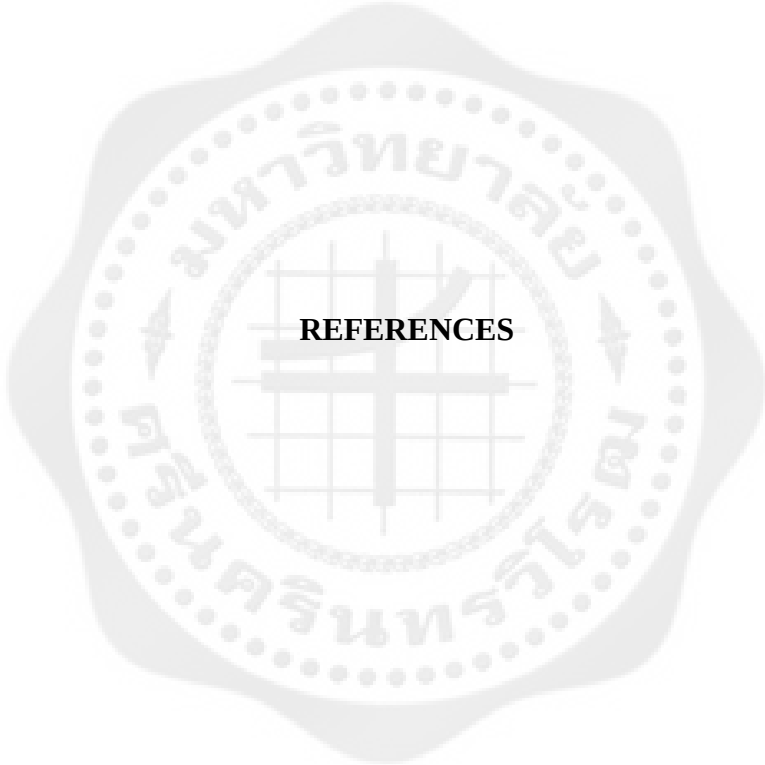
This study addressed the issue of vocabulary learning using the story-based instruction, working with 80 6th-grade EFL students who received vocabulary instruction for six weeks. Although the study confirmed the effectiveness of the story-based instruction, further studies need to be conducted to expand our knowledge in the field EFL learning. The following are some recommendations for further studies.

This investigation examined how teaching English vocabulary through the story-based instruction affected students' English vocabulary learning. In the future, it would be interesting to apply story-based instruction to other language skills, e.g. reading, writing, speaking, and listening.

The experiment in this study covered only six sessions. Each session lasted 90 minutes. It would be interesting to prolong the experiment, to see if the effects continue, or increase, over time. Periods of teaching students through the story-based instruction should be longer in future studies, so that students can learn more words and do more activities.

Learners used words they learned both verbally and in written expressions when they were in the experimental lessons. They did an English vocabulary test after the experiment to check their vocabulary learning achievement. However, it would be interesting to observe whether students continue to use the newly learned words throughout the school year. A longitudinal study would thus be required to examine sustained vocabulary knowledge.

This study used six stories as the bases for teaching words to sixth-grade EFL students. It would be desirable to conduct more studies on enhancing vocabulary learning through story-based instruction using a wider variety of stories. Various activities should also be created for story-based instruction. It would be interesting to investigate the effects of the story-based instruction in many different levels of students using multiple stories and activities.



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APPENDIX A

Sample of Lesson Plans

Lesson Plan 1 (The experimental group)

Skill: Vocabulary

Level: 6 (P.6)

Topic: Food and drink (*The Hungry Caterpillar*)

Time: 90 minutes

Instructor: Kanokwan Klaewharn

Content/Language Focus:

Vocabulary:

- | | |
|---------------|-----------------|
| 1. Plum | 9. Orange juice |
| 2. Fruit | 10. Milk |
| 3. Vegetable | 11. Tea |
| 4. Egg | 12. Water |
| 5. Strawberry | 13. Sausage |
| 6. Fish | 14. Cheese |
| 7. Apple | 15. Chicken |
| 8. Pear | 16. Bread |

Structure:

How many..... are there?

There are

Learning Objective:

Students are able to:

1. Know vocabulary about some food and drink.
2. Know the meaning, spelling and pronunciation of vocabulary about some food and drink.
3. Use vocabulary about some food and drink in context.

Teaching Aids/ Materials:

1. PowerPoint slides of the story
2. Flashcards with colored pictures of food and drink.
3. The pictures of a caterpillar, food and drink
4. A worksheet

Learning Activities:**Pre- Stage**

1. Discuss with students about their favorite food and drink.
2. Show students the picture of a caterpillar, point to it and ask, “What is this?”

Discuss with the students about what a caterpillar eats when it is hungry. Share some ideas.

3. Explain to students that they are going to listen to a story about a caterpillar, “The Very Hungry Caterpillar”.

While- Stage

1. Begin telling the story. Use the pictures on the PowerPoint slides to help students to understand. Continue telling the story until “a tiny and very hungry caterpillar” Ask students to predict, “What do you think the caterpillar is going to do?”

2. Give the correct answer by showing the next PowerPoint slide.

3. Continue telling the story, “On Monday he ate through one apple.”

4. Teach students the word, “apple” by showing a flashcard (a colored picture with spelling) of the word, “apple”, and ask them to pronounce the word. Teach them about the meaning, spelling, and pronunciation of the vocabulary and ask them to repeat the word. Teach students how to use the word, “apple” in context. Write a sentence using “apple” on a blackboard.

5. Continue telling the story by using the PowerPoint slides. After the slide of Tuesday, say, “On Wednesday, he ate through three” Encourage students to predict what a caterpillar is going to eat on Wednesday.

6. Give the correct answer by using PowerPoint slides, and continue telling the story. Show students a picture of plums, and ask them spell and repeat the word plum. Then ask students to answer.

Instructor: How many plums are there?

Students: There are three plums.

7. Continue telling the story, and ask students to predict what will happen next. Do the same thing with other days. To grab students’ attention, encourage students to repeat the sentence, “He was still hungry.”

8. After finish telling the story, teach students vocabulary about other food and drink by using flashcards. Tell them meaning, spelling, pronunciation and using in sentences. Give them examples, “On Monday, he ate some sausages” or “He drank a glass of orange juice.”

9. Ask students to practice the following conversation.

A: What do you usually have for breakfast?

B: I usually have an egg.

Post- Stage

1. Ask few students as volunteers to write on the blackboard what they want to eat when they are hungry.

2. Distribute the pictures of food and drink to some students. Ask them to play a game. Each student will have different pictures. Ask them to show that picture when the instructor speaks the word matched their picture. For example, teacher say, “Show me a

cup of tea.” Student who has a cup of tea stand up and tell to the class, “This is a cup of tea.”

3. Ask students to do the exercise on the worksheet.

Evaluation:

1. Observe students’ participation in class.
2. Check students’ assignments.



NAME _____ NUMBER _____ CLASS _____

Worksheet 1

Food and Drink

Fill in the blanks and match vocabularies with the correct pictures.

1. An _ p _ _ e

2. A c _ p of t _ _

3. A _ i _ h

4. A pi _ c _ of c _ e _ s _

5. A s _ us _ g _

6. A g _ as _ of o _ an _ _

j _ _ ce



Lesson Plan 1 (The Control group)

Skill: Vocabulary

Level: 6 (P.6)

Topic: Food and drink

Time: 90 minutes

Instructor: Kanokwan Klaewharn

Content/Language Focus:

Vocabulary:

- | | |
|---------------|-----------------|
| 1. Plum | 9. Orange juice |
| 2. Fruit | 10. Milk |
| 3. Vegetable | 11. Tea |
| 4. Egg | 12. Water |
| 5. Strawberry | 13. Sausage |
| 6. Fish | 14. Cheese |
| 7. Apple | 15. Chicken |
| 8. Pear | 16. Bread |

Structure:

How many..... are there?

There are

Learning Objective:

Students are able to:

1. Know vocabulary about some food and drinks.
2. Know the meaning, spelling and pronunciation of vocabulary about some food and drink.
3. Use vocabulary about some food and drinks in context.

Teaching Aids/ Materials:

5. A worksheet

Learning Activities:**Pre- Stage**

1. Greet student and tell them, “You will learn vocabulary about food and drinks.”
2. Discuss with students about food and drinks they know. Share some ideas.
3. Explain to students that they have to do dictation and worksheet after studying.

While- Stage

1. Begin writing words on a black board. Write word meanings in Thai.
2. Ask students to copy and write vocabulary with the meanings in their notebooks.
3. Teach students the first word, “apple”, and ask them to pronounce the word. Tell them about the meaning, spelling, and pronunciation of the vocabulary and ask them to repeat the word.
4. Teach students how to use the word, “apple” in a sentence. Write a sentence using “How many apples are there?” and “There are apples” on the blackboard.
5. Continue teaching each word. Tell students the meaning, spelling, and pronunciation of the words. Explain using every vocabulary in a sentence by using the same structure, “How many..... are there?” and “There are”

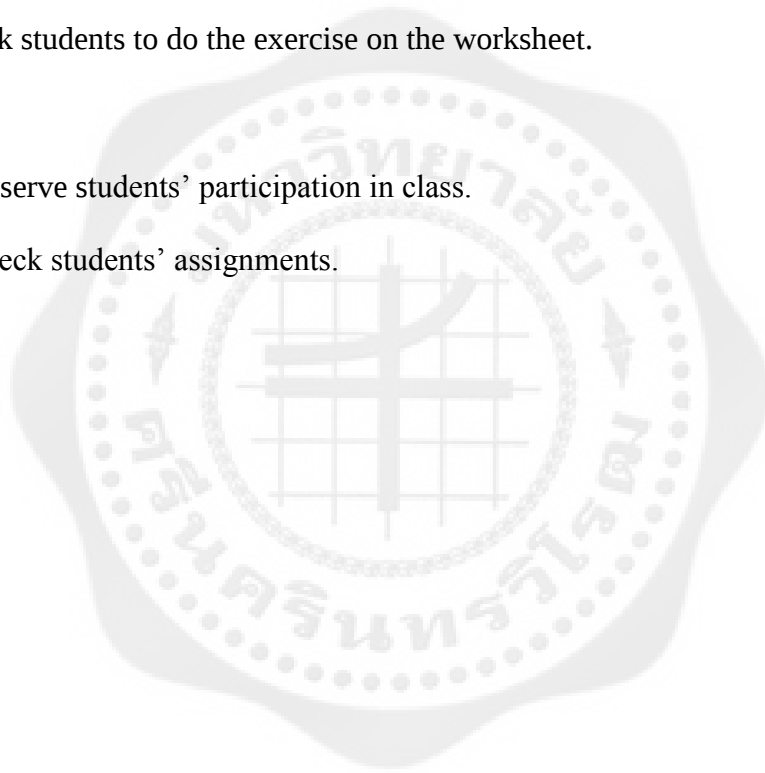
Post- Stage

1. Write the number 1-16 on the black board, and tell students to do the same in their notebooks.
2. Tell the students, “We are going to do a dictation. Write down the words and spell correctly.”

3. Do the first word together as an example. Read out the word and elicit the answer. Tell students the meaning of word.
4. Stand still at the front of the class when students are ready. Continue with the dictation. Read at a slow-normal speed; don't utter syllable separately.
5. Give students a few minutes to recheck vocabulary they have written.
6. When students finish, tell them to say the answer aloud to check if they are correct. Write each word on the black board and tell students the meaning.
7. Ask students to do the exercise on the worksheet.

Evaluation:

1. Observe students' participation in class.
2. Check students' assignments.



NAME _____ NUMBER _____ CLASS _____

Worksheet 1

Food and Drink

Fill in the blanks and match vocabularies with the correct pictures.

1. An _ p _ _ e

2. A c _ p of t _ _

3. A _ i _ h

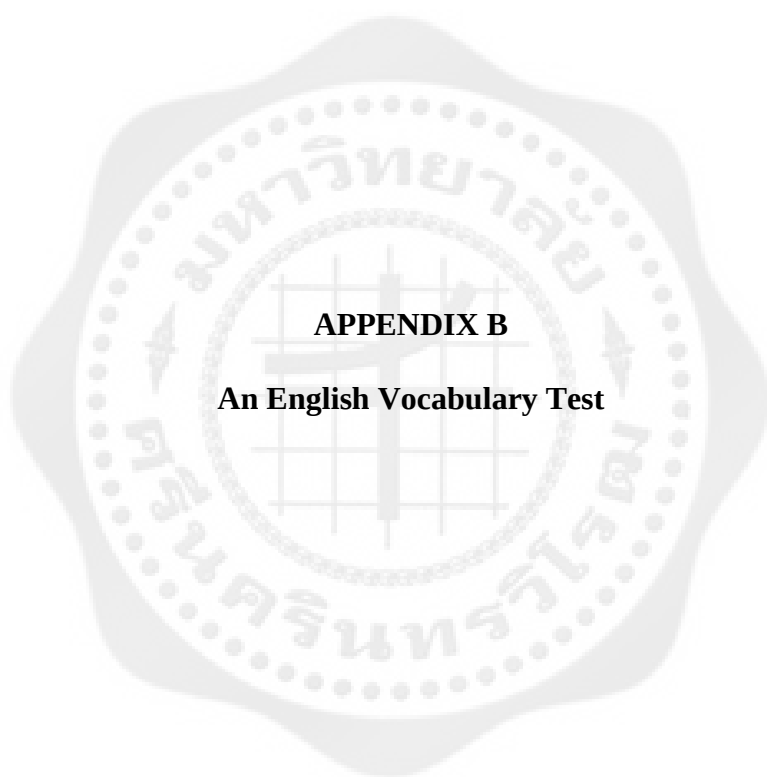
4. A pi _ c _ of c _ e _ s _

5. A s _ us _ g _

6. A g _ as _ of o _ an _ _

j _ _ ce





APPENDIX B

An English Vocabulary Test

English Vocabulary Test**Time: 90 minutes****Mark: 30 marks****Name:** _____ **Class:** _____ **No.** _____
_____**Part 1 Vocabulary Meaning (1-10)****Choose the correct answer.**

1. A pear is a kind of _____.
 - a. fruit
 - b. juice
 - c. drink
 - d. animal
2. Which pair of words has a different meaning from the others?
 - a. wet-dry
 - b. snow- rain
 - c. stick- straw
 - d. storm-wind
3. Which animal can fly?
 - a. A bee
 - b. A fox
 - c. A sheep
 - d. A kangaroo
4. Which is both food and animal?
 - a. A fish
 - b. A wood

- c. A jungle
 - d. A loaf of bread
5. We can use teeth to _____.
- a. see and eat
 - b. bite and eat
 - c. smell and see
 - d. brush and eat
6. The floor is wet because it is _____.
- a. windy
 - b. raining
 - c. freezing
 - d. lightning
7. My house is made of _____.
- a. sea
 - b. frog
 - c. brick
 - d. carpet
8. He puts a plum into his _____.
- a. eye
 - b. nose
 - c. foot
 - d. mouth
9. The desert is _____.
- a. wet
 - b. snowy

- c. hot and dry
- d. windy and snowy

10. I like to drink _____.

- a. tea
- b. plums
- c. cheese
- d. oranges

Part 2 Vocabulary Spelling (11-20)

Look at the pictures and fill in the blanks.

11.



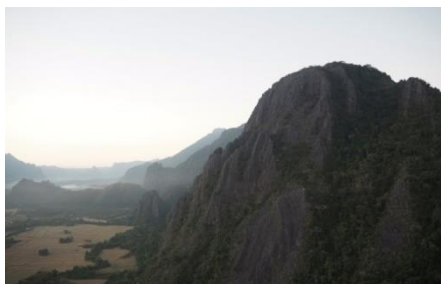
V _ G _ T _ BL _

12.



_ R _ CO _ I _ _

13.



M O _ N _ A _ N

14.



T H _ N _ _ R

15.



_ O _ _

16.



H _ U _ _

17.



S _ U _ A _ E

18.



O _ _ _ G E J _ I C _

19.



_ _ T T _ R _ L _

20.



C _ L _

Part 3 Vocabulary in context (21-30)

Choose the correct answer.

21. A: How many strawberries are there?

B: _____

- a. I eat three strawberries.
- b. I want four strawberries.
- c. There are two strawberries.
- d. The strawberry is on the table.

22. A: _____

B: I see a black bird.

- a. What is this?
- b. How are you?
- c. Where is a bird?
- d. What do you see?

23. A: _____

B: Yes, you can. These are some straws.

- a. Are the straws strong?
- b. Does he have any straws?
- c. How much do the straws cost?
- d. Can I have some straws, please?

24. A: What is the weather like in the North Pole?

B: _____ There is lots of ice and snow.

- a. It is windy.
- b. It is freezing.
- c. There is a horse in the North Pole.

- d. There are many animals in the North Pole.
25. _____. I want a new cup.
- a. This cup of tea is right.
 - b. This cup of tea is too hot.
 - c. Her favorite food is hot tea.
 - d. I like this cup of tea very much.
26. A: Why don't you like this chair?
- B: _____
- a. It is right.
 - b. It is too hard.
 - c. It is in the bedroom.
 - d. I do not have this chair.
27. A: I'm going out.
- B: Look, the sky is dark. _____. Take an umbrella with you.
- a. It is foggy.
 - b. I like rain.
 - c. It is going to rain.
 - d. The weather is nice.
28. A: What do you see?
- B: _____
- a. A duck is small.
 - b. I like blue ducks.
 - c. I see a duck looking at me.
 - d. They see three ducks looking at them.

29. A: What a big nose you have!

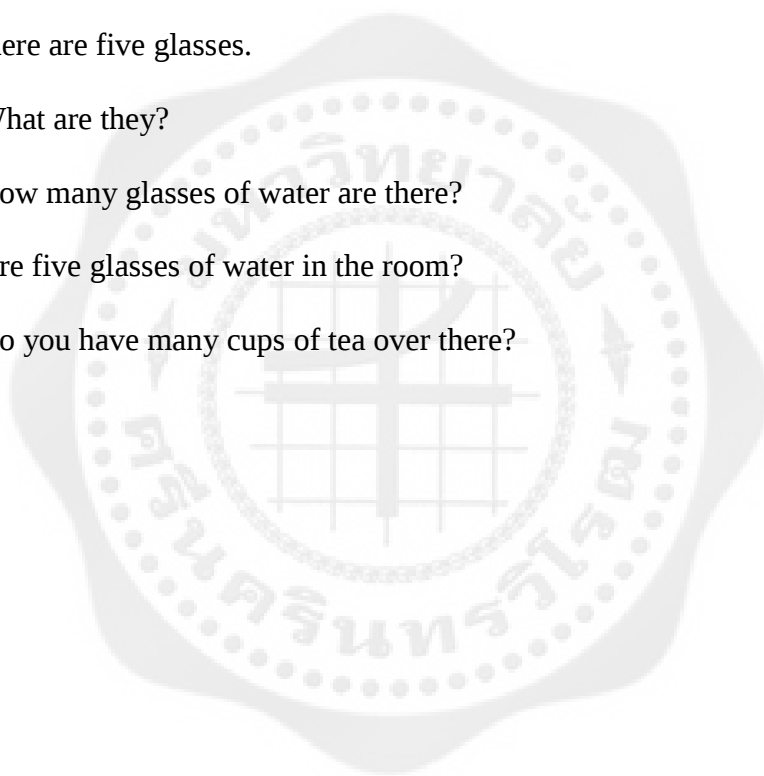
B: _____

- a. I smell it.
- b. I have a nose.
- c. All the better to eat you with!
- d. All the better to smell you with!

30. A: _____

B: There are five glasses.

- a. What are they?
- b. How many glasses of water are there?
- c. Are five glasses of water in the room?
- d. Do you have many cups of tea over there?



APPENDIX C

**Questionnaires to Study Students' Opinions on Vocabulary Teaching through
the Story-based Instruction**

QUESTIONNAIRES

Student's Opinions on Vocabulary Teaching through the Story-based Instruction

Objective: To explore students' opinions on vocabulary teaching through the story-based instruction

Direction: Please tick the choice of the following statements that is closet to your opinion.

Opinion Rating Scale

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Activities in class allowed me to understand more meaning of vocabularies.					
2. Activities in class did not help me to spell English vocabularies studied in class.					
3. Activities in class allowed me to correctly use English vocabularies in sentences.					
4. Activities in class allowed me to learn more English vocabularies.					
5. Activities in class were not useful for improving my English skills.					
6. I think activities in class were interesting.					
7. I did not want to study English subject because I was unhappy when I had to do activities in class.					
8. I had a lot of fun from activities in class.					
9. Activities in class were too difficult.					
10. I was happy with learning.					
11. Activities in class encouraged me to have more confidence in using English.					
12. I could not apply English vocabularies I learned in class to my daily life.					

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. I can use English vocabularies more correctly from doing activities in class.					
14. Activities in class could not encourage me to speak English.					
15. Activities in class allowed me to write English vocabularies more correctly					



แบบสอบถาม

ความคิดเห็นของนักเรียนที่มีต่อการสอนคำศัพท์ภาษาอังกฤษโดยวิธีการจัดกิจกรรมจากเรื่อง
ของนักเรียนชั้นประถมศึกษาปีที่ 6

จุดประสงค์: เพื่อศึกษาความคิดเห็นที่มีต่อการสอนคำศัพท์ภาษาอังกฤษโดยวิธีการจัดกิจกรรมจาก
เรื่อง

คำชี้แจง : ใส่เครื่องหมาย ✓ ในช่องว่างที่ตรงกับความคิดเห็นของนักเรียนต่อการสอนคำศัพท์
ภาษาอังกฤษโดยการจัดกิจกรรมจากเรื่อง

5 = เห็นด้วยอย่างยิ่ง 4 = เห็นด้วย 3 = ไม่แน่ใจ 2 = ไม่เห็นด้วย 1 = ไม่เห็นด้วยอย่างยิ่ง

รายการ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างยิ่ง
ด้านความรู้ความเข้าใจ					
1. กิจกรรมในชั้นเรียนทำให้ฉันเข้าใจ ความหมายคำศัพท์ภาษาอังกฤษมากขึ้น จากเดิม					
2. กิจกรรมในชั้นเรียนไม่ช่วยให้ฉันสะกด คำศัพท์ภาษาอังกฤษที่เรียนได้					
3. กิจกรรมในชั้นเรียนทำให้ฉันสามารถ ใช้คำศัพท์ภาษาอังกฤษในประโยคได้ อย่างถูกต้อง					
4. กิจกรรมในชั้นเรียนทำให้ฉันได้เรียนรู้ คำศัพท์ภาษาอังกฤษเพิ่มขึ้นจากเดิม					
5. กิจกรรมในชั้นเรียนไม่มีประโยชน์ต่อ การพัฒนาทักษะภาษาอังกฤษของฉัน					
ด้านความรู้สึก					
6. ฉันคิดว่ากิจกรรมในห้องเรียนน่าสนใจ					
7. ฉันไม่อยากเข้าเรียนวิชาภาษาอังกฤษ เพราะไม่มีความสุขในการทำกิจกรรม					
8. ฉันรู้สึกสนุกกับกิจกรรมภายในชั้น เรียน					

รายการ	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่แน่ใจ	ไม่เห็น ด้วย	ไม่เห็นด้วย อย่างยิ่ง
9. กิจกรรมในชั้นเรียนยากเกินไป					
10. ฉันมีความสุขในการเรียน					
ด้านประโยชน์					
11. กิจกรรมในชั้นเรียนทำให้ฉันมีความมั่นใจในการใช้ภาษาอังกฤษมากขึ้น					
12. ฉันไม่สามารถนำคำศัพท์ภาษาอังกฤษที่เรียนไปใช้ในชีวิตประจำวันได้					
13. ฉันสามารถใช้คำศัพท์ภาษาอังกฤษได้ถูกต้องมากขึ้นจากการทำกิจกรรมในชั้นเรียน					
14. กิจกรรมในชั้นเรียนไม่ทำให้ฉันกล้าพูดภาษาอังกฤษมากขึ้น					
15. กิจกรรมในชั้นเรียนช่วยให้ฉันเขียนคำศัพท์ภาษาอังกฤษได้ถูกต้องมากขึ้น					



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