

## Using U-NO-ME Card Game to Enhance Primary One Pupils' Vocabulary

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**Abstract.** It has been taxing for most English teachers to conduct proper English lessons since their pupils know minimal English vocabulary. Experiencing meaningful learning to understand the lesson content is more challenging when there is a limited chance to fully integrate ICT into English lessons, especially in rural schools in Sarawak. Therefore, this study aimed to unveil the U-NO-ME card game's potential as an educational game in enhancing Primary One pupils' vocabulary acquisition. The research design employed in this study is quasi-experimental. The two types of data collection instruments used were pre- and post-test and a Likert-scale questionnaire. A total of fifty-two (52) Primary One pupils from four different schools of four different districts in Sarawak were selected through purposive sampling. The vocabulary adopted into the card game was aligned with the current CEFR-based curriculum as designed in the Supermind textbook of Primary One and Primary Two's pupils in Malaysia. There is a significant improvement in pupils' vocabulary acquisition based on the scores between the pre- and post-test. Results from the questionnaire implied that pupils had positive perceptions of U-NO-ME card game as it enhanced pupils' memory retention and encouraged their learning motivation. Moreover, this study provides an insight for English teachers to discover the use of educational games in creating more interesting, useful, and meaningful teaching and learning vocabulary lessons.

**Keywords:** vocabulary acquisition; memory retention; motivation; educational game; social interaction

### 1. Introduction

Vocabulary is essential knowledge in any language learning. New words learned are new vocabulary obtained in the targeted language. When learning

English as a second language, getting vocabulary first is important than mastering other language skills (listening, speaking, reading, and writing). The learners also expanded other language skills.

*"Vocabulary is an essential component of language proficiency and acts as foundation for learners to communicate with each other" (Khoii & Sharififar, 2013, p. 199).*

Alqahtani (2015) also agreed by stating that second language learners must acquire sufficient vocabulary knowledge to impede effective and meaningful communication. Acquiring vocabulary is fundamental for the development of all other skills in learning the English language. Learners need to acquire an extensive vocabulary as this will help them to speak, read, and write more proficiently in the second language. Vocabulary is especially essential to English language teaching as we need them to express ideas. Thus, it plays a significant role in everyday conversations as well as scholarly communication. Tovar Viera (2017) stated that learning vocabulary means learners also learn their meanings and how to use them in different contexts and situations. Hence, mastering an adequate number of words, and using them correctly is essential to communicate well in a targeted language.

One of the most challenging parts in learning a foreign language, particularly in English as a second language (ESL), is the retention of vocabulary. The importance of vocabulary is reflected daily in and out of the school as pupils who possess sufficient vocabulary are those achieving pupils (Alqahtani, 2015). In the current Malaysian education system, primary and secondary schools have integrated the Common European Framework of Reference for Language (CEFR). This new curriculum aids in improving English proficiency among younger learners through natural learning. Despite the reformation of curriculum, "vocabulary acquisition in a foreign language is a problematic and time-consuming task" (Yunus, Salehi & Amini, 2016, p. 184). Yamat, Fisher and Rich (2014) opined that due to lack exposure to English language and opportunity to use the language, Malaysian primary school pupils are likely to face difficulties to engage actively in classroom activities. Inadequate amount of vocabulary acquired disable them to express themselves and use the language confidently.

According to Umar and Hassan (2015), the integration of Information and Communication Technology (ICT) into teaching and learning acts as an essential tool to accompaniment and support teachers' professional development to deliver productive and successful lessons. In conjunction with the statement, the ICT usage is prominent in teaching and learning in schools, managing educational institutions, and administrative sectors for the development of Malaysia (Ministry of Education, 2012). Nevertheless, some schools, especially those in rural areas, are facing challenges in implementing and integrating ICT into teaching and learning purposes due to technology barriers. Without the help of ICT, non-native speaker pupils from rural and even suburban schools are struggling in understanding the lesson content of CEFR textbooks, which differ from the local context. These children are supposedly in their generation known as digital natives. Realistically speaking, they are far from being one. Growing

up in a rural and suburban area, although it's not entirely inaccessible to the town, some are rarely going out of the village. Due to inadequate facilities and unavoidable technology-barriers, most teachers tend to stick to traditional methods in teaching. Teachers use conventional ways of teaching vocabulary, such as giving synonyms, memorisation, and oral explanations from teachers. These actions can demotivate pupils, and gradually, the pupils will lose interest in learning the English language and may not be willing to be in contact with anything related to English. Referring to Amjah (2014), learners should learn in a pleasurable and engaging environment. Therefore, teachers are highly encouraged to prepare effective teaching pedagogy to ensure learners can learn better in learning the English language.

### **1.1 Origin of U-NO-ME**

Originally, U-NO-ME was an idea generated from a famous card game called UNO, which was developed initially in 1971. Internet connection is not needed for this card game to operate. Most of the time, educators consider learners' memory is the only evidence that something learned. As Thornbury (2002, cited in Rizki et al., 2013) stated, to ensure pupils can recall and retent the knowledge longer, needs to be placed into working memory. Based on Cowan in 2014, working memory requires information to be in a ready accesible form. Working memory facilitates planning, comprehending, reasoning, and problem-solving. In 2016, Richard reviewed that card games benefit in improving academic achievement and promoting high order thinking and problem-solving. Card games further encouraged learners to interact actively and collaborate with other people and learn to come up with effective solutions to any problem that they face. Therefore, this study lets the pupils expose to the U-NO-ME card game that challenges their thinking and promotes their decision making.

It is a practical and user-friendly game that enables users or players to use it to gain information and learning at the same time. Teachers modified on how to play the cards and the cards' content. The content of the U-NO-ME cards consists of words, pictures, and power cards. When playing the original UNO game, players have to match the number, colour, or the action of the card that the previous players discard. For instance, a blue card with the number "three (3)" is on top of the Discard Pile, the next player has to discard either a blue card or a card with the number "3" on it. Players can also discard a Wild card, which can alter the card's colour at that time in play. The U-NO-ME card game, on the other hand, players need to find the matching cards, picture to its word correctly, and take them out. Power cards are to make the games more entertaining and exciting. Pupils who finish all their cards in their possession will become the winner. As mentioned by Akdogan (2017), games, as fun activities develop intellectual skills and analytical thinking. A game makes the players absorb in an artificial struggle, defined by rules, that results in a quantifiable consequence. The originality of the materials exposes the pupils with new vocabulary and improve their proficiency in the using of vocabulary words. In the process of U-NO-ME card game, reading, speaking and listening language skills are involved. This number of players of the U-NO-ME card game can be two to six.

Figure 1 shows the images of the U-NO-ME cards' prototype. All of U-NO-ME cards are 8.7cm length and 5.5cm width, which is of the perfect grip. They are nicely packed together with a manual in their box. U-NO-ME cards consist of a total number of forty-eight (48) cards, twenty (20) word cards, 20 picture cards, and eight powers cards. Apart from that, the design of the deck was on one theme, which is animals. This particular theme is present in the CEFR



Supermind textbook and the English syllabus.

**Figure 1: U-NO-ME prototype**

The study addresses an important issue on how the U-NO-ME Card game could be used to enhance the primary one pupils' English vocabulary. The paper could make a significant contribution to the teaching of a second language through gaming. Thus, this study is to unveil the U-NO-ME card game's potential as an educational game in enhancing pupils' vocabulary acquisition when inadequate ICT facilities occur.

Through the pre- and post-test together with a questionnaire, this study sought to discover the research questions, as follow:

1. To what extent does the U-NO-ME card game aids in pupils' vocabulary acquisition?
2. What are pupils' perceptions regarding the use of U-NO-ME card game in English vocabulary learning?

## 2. Literature Review

### 2.1 Vocabulary Learning

According to Derakhshan and Khatir (2015), traditional teaching methods such as memorisation, repetition of words, direct-translation methods, and fill-in-the-blank exercises tend to make pupils feel troublesome and bored during teaching and learning session. They also stated that "using a long list of words and their translation items make no guarantee that remembering will take place" (p.40). Thus, it makes learning a language can also be frustrating and demotivate the pupils as they are only acquiring new vocabulary through unfamiliar words in the textbooks or during the teachers' lectures during a classroom lesson. Susanto et al. (2019) suggested that motivation is the contributing factor to the success of language learning. It indicated that motivation plays an important role to attract pupils' attention in vocabulary acquisition. Young learners get distracted easily as they mostly have short attention span. Therefore, teachers need to prepare exciting activities to avoid boredom in the classroom. Susanto et al. (2019) mentioned that some educators have been teaching vocabulary based on an

academic achievement approach and disregard the appropriateness of the words' difficulties used. In this situation, English grammar is usually essential in measuring the English proficiency or academic achievement and is a reflection of the mastery of English rather than vocabulary.

## **2.2 Game-based Learning**

Game-based learning is not a new notion in education. It has been widespread worldwide in recent years, particularly in classrooms where educators have started to look for various interactive and engaging learning environments, as stated by Serrano (2019). Today's curriculum needs to include solutions to attract pupils' attention and keep them engaged in their learning and encourage their critical and creative thinking. One of the relevant solutions is through a game-based learning approach. Games are mainly used for strategic thinking back in the Middle Ages (Cahill, 2019). Therefore, game-based learning is an acceptable approach in today's world of teaching and learning because of its constructivist concept. "Constructivism posits the need to provide pupils with the necessary tools so they can build their procedures to solve a problem" (Gamelearn, 2017). The constructivist approach allows learners to participate as they interact with people of their surroundings. They get to solve the problems that are being set out and apply the knowledge in daily life.

Furthermore, learning through repetition, experiencing defeat, and accomplishment of goals is the principle of games (Cahill, 2019). Games are usually designed with appropriate difficulties while still easy to be played and conducted. The same concept is applied in using games in the education curriculum since learners will work towards a goal, choose their actions and exploring and testing the strategies that they come across while playing. In this way, they can indirectly find solutions to the problems. Thus, active learning takes place instead of passive learning.

## **2.3 Learning Vocabulary Through Games**

Some studies have shown that vocabulary enhancement activities, such as games, can improve learners' vocabulary acquisition. In 2011, Yunus et al. emphasised that learning has to be active so that the pupils can link between their prior knowledge and what they are about to learn. Correspondingly, pupils know their goals and what they will achieve at the end of the learning. Teaching and learning context can be meaningful and useful if pupils can experience and have a better understanding of the language as they practise all the language skills through games. According to Dr Karpicke (2016), meaningful learning is long-lasting, understandable, and well organised. It also helps learners to be able to transfer knowledge, making inferences, and overcome obstacles. Ulrich and Glendon (2005), as cited in Williyam et al. (2016), claimed that the use of games effectively draws pupils' attention. Games allow the immediate provision of feedback from teachers; thus, pupils can assess their comprehension and improve themselves. Subsequently, it helps to encourage learners to sustain their interest, work, and need for further study (Williyam et al., 2016). Hence, the game can help teachers maximise learners' learning potential. Games can make learners more enthusiastic and motivated in learning vocabulary.

Also, Derakhshan and Khatir (2015), referring to Huyen and Nga's (2003) study on learning vocabulary through games, stated that the use of vocabulary games in the classroom exposes learners to the real-world situations. It also enables pupils to use language in an adaptable, comfortable and interactive way. Learning vocabulary through play is believed to hold high value in language education since it helps to make language learning more entertaining (Razali et al., 2017). Connecting the intended meaning with images is how a word is learned and with the virtual-aid method thus heightened the retention of the word. In a research study conducted by McLean and Griffiths (2019), it was ascertained that playing games have a positive impact as it fosters social support as well as the progress of social ties, including social capital, social identity, and civic engagement. Learners are more likely to develop positive attitudes and be more motivated through game-based learning. Rizki et al. (2013) also supported that statement by mentioned that physical activities that make pupils move around could boost pupils' motivation in learning. Physical movements aid in boosting energy to tired learners during class. It can avoid boredom as well as refresh learners' memory on the learning.

### **3. Methodology**

#### **3.1 Research Design**

This study utilised the quasi-experimental research design. Quasi-experiments employ experimental and observational studies by using randomised controlled trials (RCTs) in many respects as mentioned by Maciejewski (2018). The researcher selects the target group into different treatments instead of using random selection. The researchers collect pre- and post-test scores data, hence involving manipulating independent variables from purposive samples. According to Rogers and Revesz (2019), the independent variable is predicted to bring about some effects or changes in the dependent variable. For example, in this study, it is about examining the impact of using U-NO-ME card game on vocabulary acquisition.

There are two parts of the data in this study. Firstly, data were derived from pre-test and post-test scores. Before the inception of U-NO-ME card game as a treatment, a pre-test was given to check pupils' performance. A post-test was given as an evaluation of the development of pupils' performance after the treatment. It illustrated the effect of using U-NO-ME card game on the vocabulary learning process.

Secondly, a questionnaire was administered to the same respondents in four different schools from four different districts in Sarawak. Using a questionnaire in this study was to obtain information about pupils' perceptions of the U-NO-ME card game in learning vocabulary in ESL classrooms. As mentioned by Debois (2019), the use of questionnaires is used to the targeted groups and conducted in several means. As for this study, the format of the questionnaire employed Likert scales.

The data collection method was done quantitatively instead of qualitatively. This research aimed to reveal the lexical development of pupils in the pre- and post-

test and examine the effectiveness of U-NO-ME card game in teaching has positive effects on vocabulary learning.

### 3.2 Research Respondents

Table 1 illustrates the number of respondents used throughout this study. A total of 52 Primary One pupils (seven years old) were selected purposely for this research; without any control group. Out of fifty-two (52) respondents, ten (10) were from a rural school in Kapit district, sixteen (16) were from Saratok district, another 16 were from a rural school in Tatau district, and 10 were from a rural school in Sri Aman district. These schools were labelled as School A, B, C, and D, respectively.

**Table 1: Number of respondents (n)**

The School (District)	Male	Female	Total number of respondents (n)
A (Kapit)	2	8	10
B (Saratok)	8	8	16
C (Tatau)	11	5	16
D (Sri Aman)	4	6	10
Total (n)			52

### 3.3 Research Procedures

A total of twenty (20) animal vocabulary words were listed and used in the pre-test and post-test items. Both tests comprised of three (3) types of items, which included matching pictures to words (10 items), unscramble letters based on the given images (5 items), and write the correct names to the images provided (5 items). The researchers chose 20 words because they are in one of the suggested themes available in the CEFR Supermind Textbook. Not only that, but teachers also believed that exposing more than 20 words may cause the pupils to burn out. Hence, selecting only 20 words was considered well suited to accommodate the research aim, which was to study the U-NO-ME card game's potential in enhancing pupils' vocabulary acquisition. Figure 2 is the research design of this study. Before the teaching and learning process began, the pupils were to answer the pre-test questions. Once the pre-test was completed, teachers continued with the first lesson by explaining animals and introducing the pupils to all 20 targeted animal vocabulary words using pictures. Immediately after the introduction, the pupils were introduced to the U-NO-ME card game. The teachers had to demonstrate how to play the games and explained its rules because pupils are not familiar with it. This practice went on every day for one month, with at least 10 minutes allocated during each interaction. On the last day of the experiment periods, the teachers handed out the post-test, which was similar to the pre-test for pupils to complete.



**Figure 2: Pre-test and post-test design**

### 3.4 Data analysis

Both pre-test and post-test were checked by teachers before the results were listed and translated into percentages. The percentage from the post-test was deducted by percentage from the pre-test to verify any improvements from both tests. This result is then presented in a table. Then, pupils' achievement in both tests were introduced in the form of a bar chart. To further support the data, a paired sample t-test was carried out to describe the difference in mean before and after the U-NO-ME card game. The respondents' achievement scores were recorded into statistical software known as IBM SPSS Statistics version 20. The difference between the pre-test and post-test results was recorded as proof that there is a positive increment between pre-test results and post-test results from the four schools. Next, the results from the questionnaire were translated into percentages and presented in a table. Each of the items was rated on a Likert scale of 1 to 5. It is to indicate to what extent the respondents agree to the given statements based on their experience throughout the implementation of U-NO-ME card game. The findings were analysed through SPSS version 20, and descriptive statistics involving percentages and mean score were employed. The mean score was classified into three levels. Low level denoted to the mean score of 1 – 2.33 while moderate level referred to the mean score of 2.34 – 3.66. The high standard, on the other hand, was constituted by the mean score ranging from 3.67 – 5.00. The results from the two data were significant in proving the U-NO-ME card game's effectiveness in enhancing the acquisition of pupils' vocabulary.

## 4. Results

This section will discuss two sets of findings, which are the comparisons between test results from four different schools as well as the survey results from the questionnaire distributed to the respondents.

### 4.1 Comparison of outcomes between pre-test and post-test

**Table 2: Comparison of results between pre-test and post-test**

School	District	Number of pupils (n)	Pre-Test (%)	Post Test (%)	Difference (%)
A	Kapit	10	33.5	89	+ 55.5
B	Saratok	16	33.4	85.6	+52.2
C	Tatau	16	22.8	62.8	+40
D	Sri Aman	10	39.5	71.5	+32

The results in table 2 show that there is an improvement in the pupils' vocabulary acquisition. Three rural schools and one suburban school in Sarawak administered the tests. Pupils in School A (Kapit) and School B (Saratok) showed a definite increase of 55.5% and 52.2% score percentage in their post-tests, respectively. In the meantime, pupils in School C (Tatau) showed a positive increment of 40%, and pupils in School D (Sri Aman) showed a definite increase of 32% in their post-tests. In this study, most pupils have shown an

improvement in their vocabulary acquisition regardless of their school settings. By playing the U-NO-ME card game, pupils were exposed to a total of 20 animal vocabulary words repeatedly. The U-NO-ME card game has resulted in a positive effect on the frequent use of repeated words. Bakar and Nosratirad (2013) stated that the new words found in the game were frequently and repeatedly used. This card game allowed their players to learn the vocabulary quickly in their study as they had the opportunity to recall the prior knowledge. Also, the pupils were learning to interact with their peers as this game requires them to verify their friends' cards to ensure they found the matching pair. Social interactions are essential in ensuring the pupils have ample opportunities to use the target language. U-NO-ME card game exhibits a fun yet challenging atmosphere for the pupils during the game. Nevertheless, most of the pupils actively participated as they enjoyed playing U-NO-ME card game. In conclusion, this outcome has proven that the U-NO-ME card game improved pupils' vocabulary acquisition in all four schools.

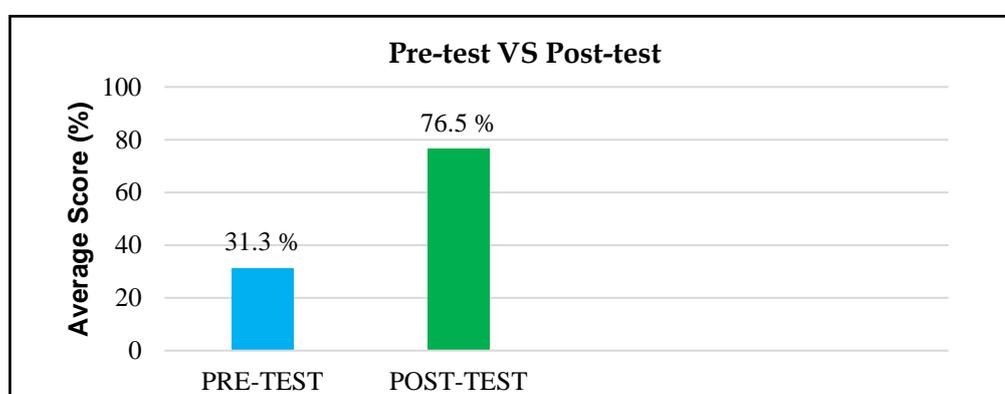


Figure 3: Average score percentage between pre-test and post-test

Figure 3 shows the mean score percentage for pre-test and post-test in three rural schools and one suburban school. Figure 3 shows a positive increment of 45.2% from the average score of pre-test and post-test. Hence, this innovation has brought a significant influence on the pupils' vocabulary acquisition.

To further support the data from the document analysis, a paired sample t-test was conducted through SPSS version 20 to get the mean value, standard deviation value, t-value, and significance value. The results are illustrated in the table 3 and table 4.

Table 3: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	31.3462	52	18.44747	2.55820
	POST-TEST	76.5385	52	19.08542	2.64667

Table 4: Paired Samples Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Post-test	-45.19231	19.77723	2.74261	-50.69832	-39.68629	-16.478	51	.000

The pre-test and post-test results were compared using a paired sample t-test. As illustrated in table 3 and table 4, there was a noticeable difference in the scores between pre-test (mean=31.3462, s.d=18.44747) and post-test (mean=76.5385, s.d = 19.08542) ; (t = -16.478, p < .001). Besides, the table showed a greater difference in terms of the mean for the post-test. It is concluded that  $H_0$  was rejected since there was a significant difference in pupils' vocabulary acquisition after they were introduced to the U-NO-ME card game. This statistic proved that the pupils' vocabulary acquisition has improved over the treatment given during the experimental period.

#### 4.2 Pupils' perceptions of U-NO-ME card game

Table 5: Pupils' perception of U-NO-ME card game

No.	ITEMS	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean Score
1.	U-NO-ME is interesting.	0 (0%)	3 (5%)	0 (0%)	6 (10%)	43 (83%)	4.71 (High)
2.	U-NO-ME is easy to play.	2 (3%)	1 (2%)	1 (2%)	10 (17%)	38 (73%)	4.56 (High)
3.	I enjoy learning with the U-NO-ME card game.	0 (0%)	3 (5%)	0 (0%)	4 (7%)	45 (87%)	4.75 (High)
4.	I can play U-NO-ME with my friends anywhere.	0 (0%)	0 (0%)	0 (0%)	5 (8%)	47 (90%)	4.90 (High)
5.	The pictures and words in the U-NO-ME card game are bright and attractive.	0 (0%)	1 (2%)	0 (0%)	8 (13%)	43 (83%)	4.79 (High)
6.	U-NO-ME makes me feel excited to learn English.	0 (0%)	1 (2%)	0 (0%)	5 (8%)	46 (88%)	4.85 (High)
7.	I can remember the spellings better using U-NO-ME.	0 (0%)	1 (2%)	2 (3%)	12 (20%)	37 (71%)	4.63 (High)
8.	U-NO-ME motivates me to learn the English language.	0 (0%)	0 (0%)	0 (0%)	5 (8%)	47 (90%)	4.90 (High)
9.	U-NO-ME helps me to improve my vocabulary.	0 (0%)	1 (2%)	1 (2%)	8 (13%)	42 (81%)	4.75 (High)
10.	I will continue to use U-NO-ME to learn.	0 (0%)	0 (0%)	0 (0%)	4 (7%)	48 (92%)	4.92 (High)

Meanwhile, 90% of the respondents strongly agreed that U-NO-ME card game had motivated them to learn the English language, as shown in the questionnaire results in table 5. According to Uberman (1998), as cited in Luu (2012), learning through games will boost learners' motivation as it cultivates healthy competition in learners. It helps learners to learn and retain new words quickly. Besides, 81% of the respondents strongly agreed that this innovation had improved their vocabulary acquisition. A total of 92% of respondents had firmly decided to continue using this innovation in their learning. Both of the statements scored a high mean level of 4.75 and 4.92, respectively. In sum, the questionnaire results indicated that most of the respondents had ethical perceptions of using U-NO-ME card game to learn vocabulary. It is crucial for the pupils to feel comfortable using the target language to allow the learning process to occur naturally. Therefore, the U-NO-ME card game was proven effective in improving pupils' vocabulary acquisition.

## **5. Discussion**

### **5.1 U-NO-ME card game aids pupils' vocabulary acquisition**

The results showed a positive increment in the respondents' score percentage in all of the schools. Despite being implemented in a different setting, this innovation made its way to support pupils' learning in the English language. According to Oxford (2002), memory strategy has significantly been used in increasing vocabulary retention as it allows learners to associate words with images and sounds. U-NO-ME card game requires pupils to adopt a memory strategy frequently as they need to find the matching pairs to win the game. More words were correctly recalled by the pupils as shown in the post-test after playing the U-NO-ME card game as compared to their findings in the pre-test. Therefore, the U-NO-ME card game is effective in enhancing pupils' memory retention of theme-based vocabulary in the CEFR syllabus. Besides, 88% of the pupils were excited to learn vocabulary through this card game. Hence, this innovation was proven to engage pupils in their learning. According to Honarmand et al. (2015), as cited in Bavi (2018), the use of interactive activities in vocabulary teaching allows pupils to overcome the embarrassment and participate more actively in their learning. Furthermore, interactive activities are known for establishing a positive environment in a classroom. In this study, the U-NO-ME card game allowed pupils to express themselves using the English language comfortably. This card game has a positive impact on implementing interactive activities in an ESL classroom. Besides, teachers should no longer stick to the conventional teaching methods when it concerns a language that the pupils rarely use. By incorporating interactive activities in a classroom, pupils are slowly shaped into independent learners as they have more autonomy in their learning. Eventually, they will be able to identify their mistakes and improve on their weaknesses.

### **5.2 Pupils' perceptions on the use of U-NO-ME card game in English vocabulary learning**

Based on table 5, 83% of the respondents strongly agreed that this innovation is an exciting game to play. On the other hand, 87% of the respondents strongly agreed that they enjoyed playing U-NO-ME card game with a high mean of 4.75.

This outcome proves that the respondents had ethical perceptions of this innovation. Besides, the researchers who were the teachers themselves played their roles as facilitators throughout this study. Vygotsky (1978) clarified Zone of Proximal Development (ZPD) as "the distance between the actual developmental level determined by independent problem solving and the level of potential development determined through problem-solving under adult guidance, or in collaboration with more skilled partners" (p.86). It refers to the gap between what learners can achieve independently and what they can achieve with guidance and encouragement from competent partners. A teacher who acts as a facilitator will provide more room for the pupils to learn at their best; and hence, create a meaningful learning experience. Besides, this innovation allows pupils to interact with their friends as they play the game, which indirectly promotes peer coaching. According to Celce-Murcia, Brinton, and Snow (2014), interactive activities involving negotiation aid in learners' vocabulary acquisition as these activities exhibit more exposure, attention, time, and manipulation during the process. Most of the pupils were no longer reluctant to use the English language to interact with their friends as they were eager to win the game. This card game has proven that it is necessary, especially for timid pupils, to feel comfortable instead of burdened in using a target language. It would help create meaningful learning opportunities for the pupils, as they could confidently use the language.

## 6. Conclusion

In this study, the findings provided an insight into the use of U-NO-ME card game in providing active and meaningful English vocabulary learning for primary ESL classroom. Results from the pre-test and post-test showed a significant improvement in pupils' vocabulary acquisition. The data collected from the questionnaire implied that this innovation enhances pupils' memory retention in learning new vocabulary. Pupils were motivated to learn new vocabulary through games. Additionally, their interactive skills were gradually improved as peer assessment was inevitable while playing U-NO-ME card game.

Apart from that, this study could help educators to realise the importance of providing meaningful learning. The findings have proven that card games can be used and modified to cater to pupils with different needs. Furthermore, this innovation allows teachers to act as facilitators while pupils assess each other during the game, thus creating a pupil-centered learning environment. However, the researchers discovered two research limitations during the study. First, there is a lack of prior research studies on the topic as less citing on previous research studies in the literature review. The second limitation was the sample size and population. In this study, the researchers used a relatively small number of respondents. Thus, the significant relationship of the data only represents the distribution of the population and is considered as a representative of the groups of pupils to whom results were generalised. Lastly, few measures could be taken into consideration in the future replication of this research innovation, which is to incorporate the use of ICT, such as Quick Response (QR) codes and Augmented Reality (AR), into the card game.

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Name:

Class:

Date:

A. Match the pictures to the correct words.

1.



•

• camel

2.



•

• horse

3.



•

• kangaroo

4.



•

• cow

5.



•

• polar bear

6.



•

• jellyfish

7.



•

• koala

8.



•

• sheep

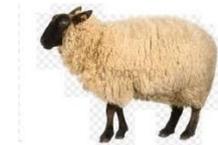
9.



•

• parrot

10



•

• cheetah

B. Rearrange the letters to form the correct words.

1.



g o t a

2.



w l a h e

3.



n a s k e

---

4.



b r a b i t

---

5.



g e p n u n i

---

C. Name the pictures correctly.

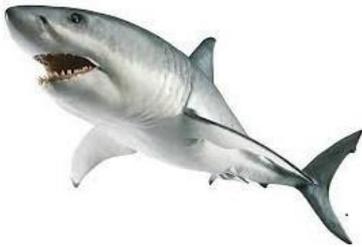
1.



2.



3.



4.



5.



Appendix 2: Post Test

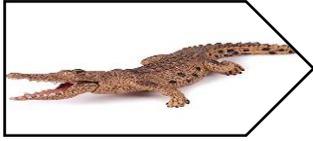
Name:

Class:

Date:

A.) Match the pictures to the correct names.

1.



jellyfish

2.



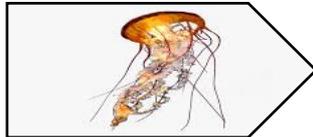
snake

3.



kangaroo

4.



whale

5.



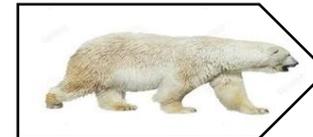
crocodile

6.



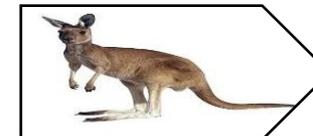
tiger

7.



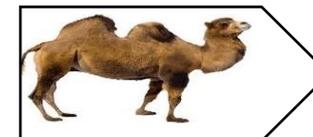
horse

8.



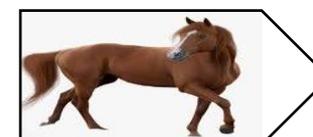
parrot

9.



polar bear

10.



camel

B.) Rearrange the letters to form the correct words.

1.



o c w

\_\_\_\_\_

2.



p h i n d o l

\_\_\_\_\_

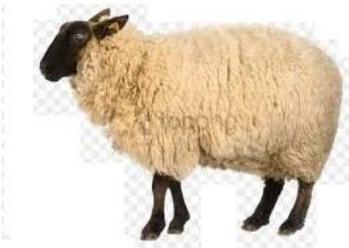
3.



b t i r a b

\_\_\_\_\_

4.



h p e s e

\_\_\_\_\_

5.

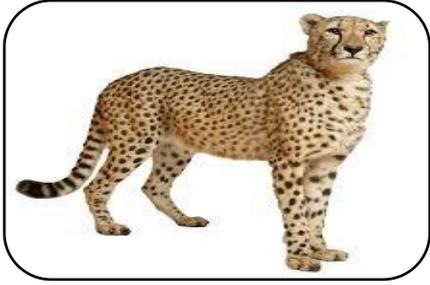


p e i n g u n

\_\_\_\_\_

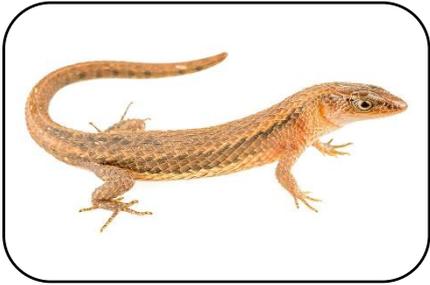
C.) Name the pictures correctly.

1.



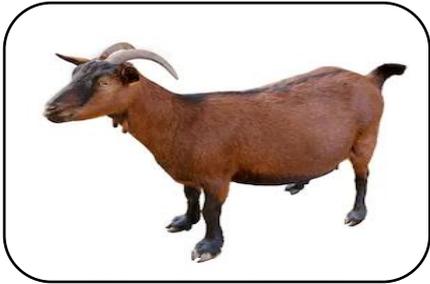
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2.



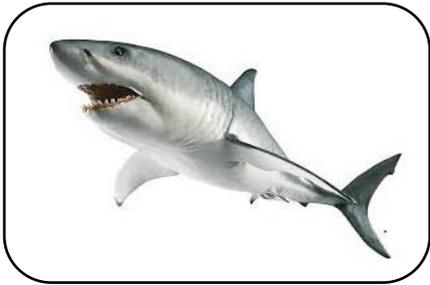
---

3.



---

4.



---

5.



---

### Appendix 3: Questionnaire

Circle a number for each statement.

1 = Strongly disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly agree

No.	ITEMS	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1.	U-NO-ME is interesting.	1	2	3	4	5
2.	U-NO-ME is easy to play.	1	2	3	4	5
3.	I enjoy learning with U-NO-ME card game.	1	2	3	4	5
4.	I can play U-NO-ME with my friends anywhere.	1	2	3	4	5
5.	The pictures and words in U-NO-ME card game are clear and attractive.	1	2	3	4	5
6.	U-NO-ME makes me feel excited to learn English.	1	2	3	4	5
7.	I can remember the spellings better using U-NO-ME.	1	2	3	4	5
8.	U-NO-ME motivates me to learn English language.	1	2	3	4	5
9.	U-NO-ME helps me to improve my vocabulary.	1	2	3	4	5
10.	I will continue to use U-NO-ME to learn.	1	2	3	4	5