CHAPER 4

FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. First the findings on the grammatical competence of the two research groups through two different teaching methods will be presented and discussed. Then the findings on the students' attitudes towards learning grammar through games will be discussed.

1. Grammatical Competence of the Two Research Groups Through Two Different Teaching Methods

The hypothesis put forward for investigation is that the grammatical competence of the students studying through games would be greater than that of the students studying through non-game activities. To test this hypothesis, the students' grammatical competence will be discussed in four sections:

    1.1 The grammatical competence of the control group before and after the experiment

    1.2 The grammatical competence of the experimental group before and after the experiment

    1.3 A comparison of the grammatical competence between the control and experimental groups before the experiment

    1.4 A comparison of the grammatical competence between the control and experimental groups after the experiment

1.1 The Grammatical Competence of the Control Group Before and After the Experiment

The means of the pre- and post-tests of the control group were compared using the paired samples t-test to see the improvement of their grammatical competence. Table 11 shows the improvement of the grammatical competence of the control group.

Table 11 Grammatical Competence of the Control Group Before and After the Experiment

Test	Mean	S.D.	t-value	two-tailed test
Pre-test	7.29	2.05	-13.83	<.01**
Post-test	14.40	3.20		N = 42

* * Significant at 0.01 level

With regard to the data in Table 11, the statistics shows that the means scores between the pre- and post-tests of the control group are significantly different (p <0.01). This shows that the grammatical competence of the control group increased significantly after the group was taught grammar through non-game activities.

1.2 The Grammatical Competence of the Experimental Group Before and After the Experiment

The means of the pre- and post-tests of the experimental group were compared by using the paired samples t-test to see the improvement of their grammatical competence. Table 12 demonstrates the development of the grammatical competence of the experimental group.

Table 12 Grammatical Competence of the Experimental Group Before and
After the Experiment

Test	Mean	S.D.	t-value	two-tailed test
Pre-test	6.24	2.66	-15.43	<.01**
Post-test	14.00	2.94		N = 42

* * Significant at 0.01 level

According to the data in Table 12, the statistics shows that the means scores between the pre- and post-tests of the experimental group are significantly different (p <0.01). This shows that the grammatical competence of the experimental group increased significantly after the group was taught grammar through games.

1.3 A Comparison of the Grammatical Competence Between the Control and   Experimental Groups Before the Experiment

The mean scores of the pre-test of both groups were compared using the independent sample t-test to see the grammatical background knowledge of the two groups before the experiment. The grammatical competence of both groups is shown in Table 13.

Table 13 Grammatical Competence of Both Groups Before the Experiment

Subjects	Mean	S.D.	t-value	two-tailed test
Control group	7.29	2.05	2.02	<0.05*
Experimental group	6.24	2.66		N = 42

* Significant at 0.05 level

With reference to the data in Table 13, there is a statistically significant difference (p<0.05). That is, the control group' s mean score is 7.29, whereas that of the experimental group is 6.24. This shows that the grammatical competence of the control group prior to the experiment was higher than that of the experimental group.

Initially, these two groups were selected as subjects on the assumption that they had approximately similar English language competence. The mean score of their English language competence of the experimental group as determined by using midterm and final examinations as a reference was 35.91, while that of the control group was 35.02. These scores did not indicate a significant difference (see Table 2 on page 31). However, when both groups took the pre-test of grammatical competence, it was found that the control group had a statistically higher mean score than the experimental group at the level of 0.05 (7.29: 6.24). The difference in mean scores prior to the experiment might be explained in two ways.

First, the mean scores of both the experimental and control groups used as the basis for their English language competence were based on the scores of the Fundamental English course 11 (Eng.017) which aimed at enabling students to achieve communicative skills. The course focused on four language skills, not only on grammar so that students were able to communicate their needs, ideas and opinions. In the learning procedure, the teacher provided the students with activities promoting communicative competence. Despite the fact that these two groups gained the comparable mean scores for the course FE.11, these mean scores represented their overall language ability in English learning rather than their grammatical knowledge while the scores from the pre-test mainly reflected their grammatical knowledge on the four grammatical items under the investigation.

Secondly, the experiment was conducted three months after the final test of the Fundamental English course 11 (Eng.017). The three-month delay was due to the fact that the grammatical points chosen for the experiment were scheduled to be

taught at that particular time according to the course teaching schedule (Eng.018). During this three-month period the research subjects in both groups were taught English under the school' s normal environment by two different English teachers. These two teachers might be different in English language proficiency, teaching techniques, levels of grammar focus or communicative skill focus in their teaching. These differences might bring about different levels of grammatical competence of the two groups before the experiment.

1.4 A Comparison of the Grammatical Competence Between the Control and Experimental Groups After the Experiment

The mean scores of the post-test of both groups were compared using the independent sample t-test to see the improvement of the grammatical competence of the two groups after the experiment. Table 14 presents the grammatical competence of both groups after the experiment.

Table 14 Grammatical Competence of Both Groups After the Experiment

| Subjects	Mean	S.D.	t-value	Two-tailed test
Control group	14.40	3.20	-.60	>0.05
Experimental group	14.00	2.94		N = 42

With respect to the data presented in Table 14, the mean score of the control group is a little higher than the experimental group. The mean score of the control group is 14.40 and the experimental group possesses the mean score of 14.00. However, the resulting t-test of both groups does not indicate a statistically significant difference (p>0.05). This result would seem to indicate that after both groups were

taught with two different methods, the levels of their grammatical competence are at the similar level.

In summary, the first hypothesis that grammatical competence of the students who had studied through games would be greater than that of those who had studied through non-game activities was not supported by the data.

However, it is reasonable to say that the improvement of the grammatical competence of the experimental group was greater than that of the control group. This was due to the fact that in the pre-test, the control group's grammatical competence mean score (7.29) was significantly higher than that of the experimental group (6.24). This difference was at the significant level ($t = -2.02$, $p<0.05$). In the post-test, the control group's mean score (14.40) was not significantly different from that of the experimental group (14.00). Figure 3 better demonstrates this.

Figure 3 Subjects' Grammatical Competence Before and After the Experiment
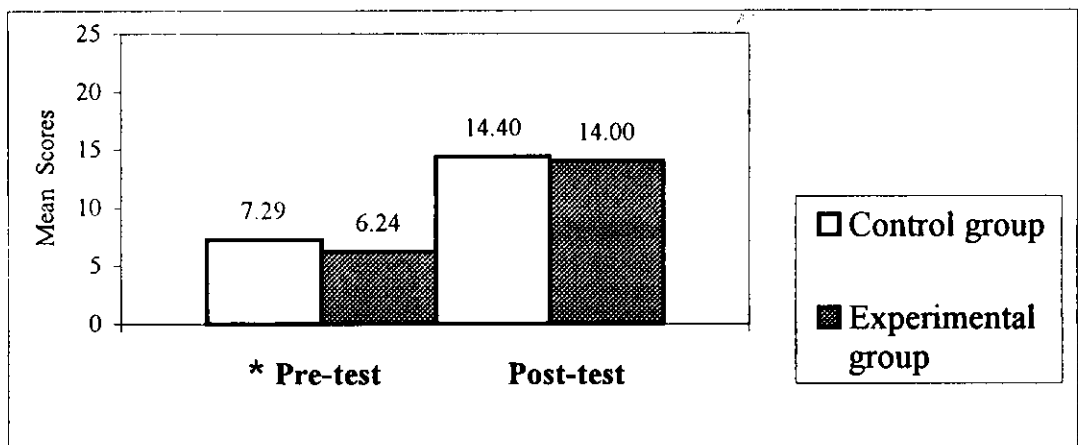
* Significant at 0.05 level

The data in Figure 3 shows that the control group starts with a significantly higher level of grammatical competence (in the pre-test) than the experimental group but after the experiment both groups have the same level of grammatical competence

(in the post-test). This can be claimed that the grammatical competence of the experimental group increased more than that of the control group.

To further investigate the differences in levels of improvement of the grammatical competence between the experimental and control groups, the mean scores of difference between the pre- and post-tests of each student in the two groups were compared using t-test. The results are presented in Table 15.

Table 15 Difference of Grammatical Competence Improvement of Both Groups

Subjects	Mean	S.D.	t-value	two-tailed test
Control group	7.12	3.34	-0.89	>0.05
Experimental group	7.76	3.26		N = 42

Although there is no significant difference in grammatical competence improvement between the two groups as shown in Table 15, there is a noticeably greater improvement in grammatical competence in the experimental group than in the control group. That is, the rate of improvement in the control group is 7.12 while in the experimental group is 7.76. This shows that the experimental group raised their grammatical competence more quickly than the control group. This greater improvement of grammatical competence in the experimental group possibly was a consequence of learning grammar through games. It is reasonable to conclude that the students studying grammar through games developed their grammatical competence more effectively than the students studying grammar through non-game activities.

This finding is consistent with the results from the studies conducted by Dickerson (1976), Walling (1977) Tiensawangchai (1988), Palmer (1980), Somporn Warawittayasri (1996), Bangorn Roikrong (1998), Somjai Petchudkao (1998), and

Chantisa Chanprasert (1998). All these studies show improvement in the learning achievement of subjects to a satisfactory extent after learning through games.

Dickerson (1975) found that games can be a better aid in reinforcing vocabulary recognition than the traditional learning activities.

Walling (1976) discovered that the students reached a high learning achievement through simulation games in speech communication instruction.

Palmer (1980) concluded that students who were taught the reading communication games produced highly significant improvement in general reading comprehension.

Tanom Tiensawangchai (1988) reported that the use of communication games with the preparation of feed-in language enhanced the students' oral interaction in terms of fluency of use, application of feed-in language in group discussion, and motivation to use English as a means of communication during their group discussion.

Somporn Warawittayasri (1996) discovered that the English low achievers who were taught through exercises with games did significantly better in learning achievement and retention than those who were taught through exercises without games at .05 level.

Bangorn Roikrong (1998) found that the learning achievement of the students studying through the games for enhancement of English listening-speaking skills was significantly higher than those studying without the games at .01 level.

In a study by Somjai Petchudkao (1998), the code-breaking game was found to help raise the students' awareness of spelling convention and help them understand English spelling conventions. This understanding enabled them to guess the meaning of unknown words spelling with similar conventions correctly. It made them recognize vocabulary better and faster. The students were able to use spelling conventions in writing English as well.

In enhancing grammatical competence, a study by Chantisa Chanprasert (1998) indicated that the students' overall grammatical competence had been improved after learning through three communication games. These games allowed her students to better understand, remember and learn grammatical items. These students also had more confidence in using grammar points correctly.

In sum, the results from the present experiment showed the effectiveness of using games in promoting students' grammatical competence. That is after learning grammar through game-based activities (using both linguistic and communication games), the experimental group's grammatical competence has increased more than that of the control group.

2. Attitudes Towards Learning Grammar Through Games of the Experimental Group

The second hypothesis of this study put forward to account for the learners' attitudes is that the students who study grammar through games would have a positive attitude towards grammar learning. In an attempt to answer this hypothesis, the students in the experimental group were asked to respond to the questionnaires on attitudes towards learning grammar through games.

The first part of the questionnaire consisted of items 1-18 with five-point rating scale questions asking the students to rate their opinions on attitudes towards learning grammar through games. The subjects' responses were then calculated for the means. (The criteria for interpreting the mean of questions 1-18 is shown in Table 9 on page 44.) The findings revealed that the experimental group had positive attitudes towards learning grammar through games. This means that the teaching method has created the positive attitudes among the students. The means of rating

scales questions ranged from 3.24 - 4.36. The average mean of all items was 3.96 which fell into the level of agree (see **Appendix E**).

The second part of the questionnaire consisted of items 19-21 with open-ended questions asking the students to give their opinions about problems, advantages, disadvantages and suggestions for game playing. However, not every students responded to the open-ended questions. Only those responses given were grouped and tallied for frequency, and then calculated for percentages. Interestingly, the students' responses in the open-ended questions reflected their opinions in accordance with what they rated in the five-point rating scale questions.

To clearly understand attitudes towards learning grammar through games of the experimental group, the findings from the questionnaire will be discussed in details in three parts.

2.1 Attitudes towards learning grammar through games (items 1-9)

2.2 Attitudes towards learning English in general through games (items 10-13)

2.3 Attitudes towards game playing in language learning (items 14-21)

    2.3.1 Suitability of games used in the experiment (items 14-18)

    2.3.2 Problems, advantages, disadvantages and suggestions for game playing (items 19-21)

2.1 Attitudes Towards Learning Grammar Through Games

The responses to the questionnaire items 1 to 9 were analyzed to find out students' attitudes towards learning grammar through games. The average mean of these nine items was 4.02 which fell into the level of agree. The findings showed that the students had positive attitudes towards learning grammar through games. The students' responses are shown in Table 16.

Table 16 Attitudes Towards Learning Grammar Through Games

No.	Statements	Mean	Levels of Agreement
1.	The games helped you practice grammar meaningfully in class.	4.31	Strongly agree
2.	The games helped you understand grammar better.	3.90	Agree
3.	The games helped you remember grammar better.	4.07	Agree
4.	The games helped you be confident to use grammar appropriately.	3.79	Agree
5.	The games helped you be more interested in studying grammar.	4.02	Agree
6.	The games helped you think more while studying grammar.	4.05	Agree
7.	The games helped you study grammar more joyfully.	4.36	Strongly agree
8.	The teacher should use the games in teaching grammar.	4.24	Strongly agree
9.	The games helped you develop your grammatical competence in		
	2.1 Listening	3.83	Agree
	2.2 Speaking	4.31	Strongly agree
	2.3 Reading	3.76	Agree
	2.4 Writing	3.55	Agree
Average		4.02	

According to the data from the questionnaire items 1-9, the mean scores of the students' response range from 3.55 - 4.36 which falls into the levels of strongly agree and agree. The students strongly agreed that the games used in the experiment helped them practice grammar meaningfully in class (No.1, $\bar{x}$ = 4.31) and games helped them study grammar more joyfully (No.7, $\bar{x}$ = 4.36). The games allowed them to develop their grammatical competence in four language skills; speaking was the most developed skill (No.9, $\bar{x}$ = 4.31). The students strongly agreed the teacher should use the games in teaching grammar (No.8, $\bar{x}$ = 4.24).

They agreed that the games helped them understand grammar better (No.2, $\bar{x}$ = 3.90). Games helped them remember grammar better (No.3, $\bar{x}$ = 4.07). Games helped them to be confident to apply grammar correctly (No.4, $\bar{x}$ = 3.79). Games helped them be more interested in studying grammar (No.5, $\bar{x}$ = 4.02). Games helped them think more while studying grammar (No.6, $\bar{x}$ = 4.05).

2.2 Attitudes Towards Learning English in General Through Games

The responses to the questionnaire items 10 to 13 were analyzed to see students' attitudes towards learning English in general through games. The average mean of these four items was 4.03 which fell into the level of agree. These findings implied that the students had positive attitudes towards learning English in general through games. The students' responses are shown in Table 17.

Table 17 Attitudes Towards Learning English in General Through Games

No.	Statements	Mean	Levels of Agreement
10.	You can apply the skills getting from the games for use in every-day life or higher education.	3.88	Agree
11.	The games made the lessons more interesting.	4.21	Strongly agree
12.	The games helped you speak English more correctly	3.88	Agree
13.	The games activated you to use more English.	4.14	Agree
Average		4.03	

As revealed from the questionnaire items 10-13 in Table 17, the mean scores of the students' responses fall between 3.88 - 4.21 under the strongly agree and agree levels. The students strongly agreed that the games helped make the lessons more interesting (No.11, $\bar{x}$ = 4.21). They agreed that they could apply the skills getting

from the games in ever-day life or in higher education (No.10, $\overline{X}$ = 3.88), the games helped them speak English more correctly (No.12, $\overline{X}$ = 3.88) and also activated them to use more English (No.13, $\overline{X}$ = 4.14).

2.3 Attitudes Towards Game Playing in Language Learning

The responses to the questionnaire items 14 to 21 were analyzed to see students' attitudes towards game playing in language learning. The students' attitudes were divided into two parts: 1) suitability of games used in the experiment and 2) problems, advantages, disadvantages, and suggestions for game playing.

2.3.1 Suitability of Games Used in the Experiment

The students' responses to the questionnaire items 14 to 18 were analyzed to discover the students' attitudes towards the suitability of games used in the experiment. The average mean of the five questions was 3.89 which fell into the level of agree. Their responses showed that all nine games used in the experiment were suitable for the level of their study and relevant to the content of the lessons. The students' responses are shown in Table 18.

Table 18 Attitudes Towards the Suitability of Games Used in the Experiment

No.	Statements	Mean	Levels of Agreement
14.	The games were suitable for your level.	3.90	Agree
15.	The games were relevant to the content of the lessons. ·	4.14	Agree
16.	The time for playing the games was suitable.	3.24	Uncertain
17.	Playing the games in group helped familiarize you with pair- and group-work.	4.21	Strongly agree
18.	You liked 18.1 Linguistic games		
	a. Chain Game	3.93	Agree
	b. Card Game	3.76	Agree
	c. Break Down Game	4.07	Agree
	d. Verb Game	4.02	Agree
	18.2 Communication games		
	e. Role play	3.83	Agree
	f. Find-The-Differences	3.55	Agree
	g. Complete-It	3.83	Agree
	h. Interview	4.02	Agree
	i. Find-Someone-Who	4.00	Agree
Average		3.89	

As shown in Table 18, the mean scores of the students' responses range from 3.24-4.21 which fall into the levels of strongly agree, agree, and uncertain. The students strongly agreed that playing the games in group helped familialize them with pair- and group-work (No.17, $\bar{x}$ = 4.21). They agreed that the games were suitable for their level (No.14, $\bar{x}$ = 3.90) and were relevant to the content of the lessons (No.15, $\bar{x}$ = 4.14). The students liked every game much (No.18, $\bar{x}$ = 3.55-4.07). However, they were uncertain about the suitability of the time allotted for each game (No.16, $\bar{x}$ = 3.24).

The responses to the questionnaire # 18 indicated that types of games influenced students' preference. Table 19 will better demonstrate this.

Table 19 Students' Preference for Game Types

Grammatical Items	Types of Games			
	Linguistic	$\overline{x}$	Communication	$\overline{x}$
1.Has/have to, have/has got to	Chain Game	3.93	Role Play	3.83
2.Can, must, be allowed/ permitted/ forbidden	Card Game	3.76	Find-The-Difference	3.55
3.Past simple with ago and for	Break Down Game	4.07	Complete-It Interview	3.83 4.02
4.Present perfect with ever and never	Verb Game	4.02	Find-Someone-Who	4.00

The question asking for preference of game types in Table 19 suggested several ideas about characteristics of game types, students' familiarity to game playing, and level of difficulty of games.

Firstly, the mean values of the linguistic games were higher than those of the communication games. This finding showed that the students liked linguistic games more than communication games. This was possibly because linguistic games require less language competence of players and they have less complex procedures.

Secondly, both linguistic and communication games which were played in the first half period of the experiment were rated with lower preference than those played in the second half of the experiment. In the experiment, there were four linguistic and five communication games. For the linguistic games, it was found that the first two games (Chain and Card games) had lower mean values of preference than the last two games (Break-Down and Verb games). At the same time, for the communication games, it was discovered that the first three games (Role Play, Find-The-Differences and Complete-It games) had lower mean values than the last two games (Interview and Find-Someone-Who games). This suggested that the familiarity in procedure of

game playing also influenced the students' preference of games. That is, the more the students were familiar with the games, the more they liked them.

Finally, it was found that the preference mean scores of the Card Game (linguistic game) and Find-The-Differences (communication game) of the second grammatical item were the least. This meant that the students liked those games the least. In the investigator's point of view, this was because those two games were more difficult than other games in terms of contents, grammatical points and vocabulary. This reflected the fact that students' preference on games was dependent on their success in completing the task. The more difficult the games were, the less successful they were in playing games, and the less they liked those games.

In sum, the students preferred linguistic games to communication games. Games which the students were familiar with and the simpler and easier games were liked more.

2.3.2 Problems, Advantages, Disadvantages and Suggestions for Game Playing

The students' opinions on problems in learning through games, advantages, disadvantages towards using games in class, and suggestions analyzed based on the open-ended question items 19 – 21 will be discussed in this section.

2.3.2.1 Problems in Game Playing

In the questionnaire item 19, students stated problems they encountered during the learning process through games. These problems and limitations are listed in Table 20 in percentage of occurence.

Table 20 Problems in Game Playing

19. Problems in Game Playing	No. of Respondents (N = 42)	Percentage
1. The time allocated for playing games was too limited.	21	50
2. Some students were uncooperative or paid no Attention in playing the games.	6	14.3
3. I was not confident in pronunciation and was shy to speak.	5	11.9
4. I did not understand the game instruction.	4	9.5
5. I did not speak English while playing games.	4	9.5
6. I did not have enough vocabulary so I could not communicate in the way I wanted.	4	9.5
7. I had difficulties in questioning and answering due to grammatical insufficiency.	2	4.8
8. During a big group competition, several students eagerly answered the questions at the same time; therefore, clear answers could not be identified.	2	4.8
9. I could remember grammar only when I was playing games, after that I forgot it.	1	2.4
10. I did not know the vocabulary used in the Card Game.	1	2.4
11. I could not think within limited time of playing games.	1	2.4
12. I could not understand English correctly.	1	2.4
13. Not everyone in the group could practice language skills.	1	2.4
14. I pronounced the words incorrectly so it caused misunderstanding.	1	2.4

The major problems encountered while playing games were due to the limited time in playing games, low levels of students' interest, inadequate competence in pronunciation, vocabulary and grammar. Other opinions from one or two percent of respondents were not accounted for in this study.

Fifty percent of the students complained that the time allocated for playing games was too limited. This is consistent with the response to the five-scale rating question # 16 in which the students were uncertain to say that the time allocation for playing each game was suitable ($\bar{x}$ = 3.24). This indicated that they needed more time to play games or they could not finish their work in the limited time. This might be due to the fact that the teacher spent considerably long time in the presentation stage to make sure that the students understood the newly presented grammatical item both in usage and use. Hence, the students did not have much time to complete games. To handle this problem, the teacher needed to have better time management.

Interestingly, about fourteen percent viewed that some of their classmates were uncooperative or paid no attention in playing the games. It might be because some of the students were not interested in games or they did not like playing games. They probably had low grammatical competence or did not like physical activities. Moreover, the teacher might not monitor the class effectively enough. These made the students lack interest in participating in class activities. To solve this problem, the teacher should try to provide the activities which are relevant to students' interests, needs, learning styles and preferences. For example, teenage students may be interested in activities using popular songs, foreign films or internet as inputs. In other words, grammar should be offered through the presentation of the topics which are relevant to students' personal interests.

About twelve percent of the students stated that they were not confident in pronunciation and were shy to speak. In a classroom, shy students tend to keep quiet and not to volunteer to take part in learning activities, and therefore they get less practice. This might be because they lack self-confidence. To help increase self-confidence among these students, teachers should provide them with pair-work or group-work tasks to stimulate their involvement in class-activities. Pair-work or group-work makes the students feel secure, less stressed and more confident. When they work in pairs or groups, they will feel at ease and comfortable. Therefore, they

feel confident enough to speak up and participate more frequently in learning activities. The students will then become less shy, or more competent.

The rest of the problems with low percentage (No.4-14) can be grouped into two categories: ineffective classroom management (No. 4, 5, 8, 13) and students' inability (No. 6-7, 9-12, 14). Suggestions with reference to the problems of ineffective classroom management will be discussed in section 2.3.2.4 (Suggestions for game playing on page 68). Suggestions for the problems on students' inability e.g. weakness in vocabulary (No.6, 10, 14), grammar insufficiency (No.7), short memory retention (No.9), and low competence (No.11, 12) were that the teacher should pay more attention on those students and give them more assignments. In addition, in each lesson the teacher should highlight useful vocabulary, expressions and grammatical items for the students before playing games.

2.3.2.2 Advantages of Game Playing

The experimental group's responses on the advantages of game-playing are listed in Table 21.

Table 21 Advantages of Game Playing

20a. Advantages of Game Playing	No. of Respondents (N = 42)	Percentage
1. I found playing games a lot of fun. Games created a relaxing learning atmosphere; I was neither stressed nor bored.	22	52
2. Games helped me understand and remember grammar better, and use English more appropriately.	20	48
3. I learnt English through speaking skill; I had a chance to practice speaking and pronunciation in playing games.	11	26
4. Playing games helped familiarize me with pair- and group-work. We cooperated to solve problems.	8	19
5. I was enthusiastic to learn English; I would like to answer the teacher' grammatical questions.	4	9.5
6. Games allowed me to think.	3	7.14
7. I had positive attitudes towards English. Games reduced my negative attitudes towards English.	2	4.8
8. I gained more grammatical knowledge.	1	2.4
9. Game materials were good.´	1	2.4
10. I could use grammatical knowledge learnt for my further education.	1	2.4
11. Games helped reinforce my language experience.	1	2.4
12. Games helped me be more confident.	1	2.4
13. I could practice four language skills while playing games.	1	2.4
14. Games gave me opportunities to repeatedly practice using the language.	1	2.4
15. Playing games tested what I had learnt.	1	2.4
16. Games helped me study English faster.	1	2.4

The major advantages of game playing stated by the respondents were that games were very enjoyable so they facilitated favorable learning atmosphere. Games also helped them learn the language better. Games helped the students practice

speaking skill and familiarized them with working in pairs and groups. The rest of the responses were individual opinions representing only one or two percent of respondents.

Fifty-two percent of the students stated that they found playing games a lot of fun. Games created a relaxing learning atmosphere; students were not stressed nor bored. This accorded with the five-scale rating question # 7 which gained the highest mean, the students strongly agreed that games helped them study grammar more joyfully ($\bar{x}$ = 4.36). This finding agreed with the notions of Carrier (1980: 6), Schultz and Fisher (1988: vii), Hadfield (1990: vii), Haycraft (1978: 92), Lee (1979: 1) and McCallum (1980: ix). They all stated that games are immensely enjoyable and relatively stress free. Games can greatly improve the classroom atmosphere. They remove the inhibitions of students who feel intimidated by formal classroom situations. When playing games, students forget that they are in class. This is because games relax students by engaging them in pleasant, joyful, informal and stress-reducing tasks. So games are often favorable to language learning.

Forty-eight percent of them felt that games helped them understand, remember and use English better. As stated in the five-point rating questions # 2-3, they could better understand and remember grammar through games and they found that games benefited them to use English more appropriately. In short, they stated that playing games helped them to develop their grammatical competence. This is consistent with the results conducted by Chantisa Chanprasert (1988) who found that her students better understood, remembered and learnt grammatical knowledge after learning through three communication games. This implies that through the use of games students could transfer grammar usage to grammar use.

Twenty-six percent of the students indicated that they learnt English through speaking skill; they had chances to practice speaking and pronunciation while playing games. This finding was related to the five-point rating questions # 9, the students

stated that of the four major communication skills - listening, speaking, reading and writing - the most developed skill is speaking. Nineteen percent of the students mentioned that playing games helped familiarize them with working in groups. They cooperated to solve problems. This finding was associated with the five-point rating questions # 17, the students strongly agreed that playing the games in groups helped them get used to pair- and group-working. Both findings were in line with Carrier (1980: 6), Chamberlain (1981: 29), Lee (1979: 1), Hadfield (1990: vii), MaCallum (1980: ix), Schultz and Fisher (1988: viii), and Wright et al. (1983: i), who mention that most language games allow more variety of lesson planning. Games can be played in large or small groups or in pairs. They can be used in any language teaching situations and with all language skills: reading, writing, speaking or listening. Games can be designed for having students work co-operatively in pairs or groups, which reduce students' anxiety since students are allowed to interact with each other without the interference of the teacher.

2.3.2.3 Disadvantages of Game Playing

The students' responses on disadvantages of playing games are shown in Table 22.

Table 22 Disadvantages of Game Playing

20b. Disadvantages of Game Playing	No. of Respondents (N = 42)	Percentage
1. While playing games, their classmates made a loud noise. This was a nuisance to the neighboring classes.	7	16.7
2. Playing games was a waste of time.	4	9.5
3. They could not study grammar directly.	2	4.8
4. Some students may not participate in class activities.	1	2.4

Seventeen percent of the students were concerned about being a nuisance to neighboring classes. Approximately fourteen percent of the students seemed not to be happy with game playing. This might reflect the number of those who did not cooperate in game playing mentioned by fourteen percent (6 students) in section 2.3.2.1 on page 60.

Approximately seventeen percent of the students mentioned that while playing games, their classmates made a lot of loud noise. This may have interfered neighboring classes. It is inevitable that the noise level might rise in a communicative class in which students have a desire to communicate. In these activities, students are seeking to bridge some kind of 'gap' which may be information, opinions, reasons or effects (Harmer, 1991: 49; Nolasco and Arthur, 1988: 59). In the present experiment, the teacher usually provided the students with either pair-work or group-work, it was inevitable that they made quite a loud level of noise in attempting to complete the game tasks. To prevent interfering with the neighboring classes, students must be trained to interact with others at a necessary volume. The teacher may provide silent 'mass-response' games, pencil-and-paper games, and Bingo games which should not make any more noise than what the caller is responsible for (Rixon, 1981: 57). The teacher should remind the students not to shout in pair-work or group-work and it is important to keep the level of noise down. They should be trained to be aware to undertone while playing games. In this case, if pairs or groups make too much noise, the teacher may show them the sign, 'Turn the Volume Down'.

Nine point five percent of respondents viewed that playing games was a waste of time. Four point eight percent of them stated that they could not study grammar directly. Two point four percent mentioned that some students may not participate in class activities. These three game drawbacks indicate that those few students did not like playing games. They were not familiar with learning grammar through games. They wanted to learn grammar directly. They mentioned that it was a waste to spend time playing games. This is in line with the notion of Wright et al. (1983: 3). They

acknowledge that many students who learn English to pass examinations will look on games as unnecessary. To handle these problems, after playing games, the teacher may ask students to summarize the benefits of those certain games they played or to indicate the relationship between games and what they have learnt. This may make students realize the advantages of playing games and appreciate them more. Moreover, the teacher may give a demonstration of how quickly and meaningfully one can consolidate a grammatical item by playing a scrambled game. Furthermore, in a course, the teacher should try to maintain students' positive attitudes towards learning grammar by providing a variety of learning activities to serve their different learning styles. Additionally, Wright et al. (1983) suggest that a teacher has to justify the use of games in terms of the density and meaningfulness of practice.

2.3.2.4   Suggestions for Game Playing

The students' responses on suggestions for playing games are displayed in Table 23.

Table 23 Suggestions for Game Playing

21. Suggestions for Game Playing	No. of Respondents (N = 42)	Percentage
1. The teacher should provide more games in English lessons.	5	11.9
2. The teacher should provide more varieties of games e.g. outdoor-games, writing games.	5	11.9
3. The teacher should give more time for playing games	4	9.5
4. The teacher should speak more slowly.	4	9.5

21. Suggestions for Game Playing	No. of Respondents (N = 42)	Percentage
5. The teacher should not teach grammar excessively.	2	4.8
6. The teacher should suggest how to use grammatical items learnt in everday-life situations.	2	4.8
7. The teacher should have the students practice more in pronunciation of word or expressions in games.	2	4.8
8. The teacher should focus more on vocabulary.	2	4.8
9. The teacher should explain the game instruction clearly.	1	2.4
10. Before playing games, the teacher should tell the students the grammatical items to be used in the game.	1	2.4
11. The teacher should walk around each group and correct mistakes immediately.	1	2.4
12. The teacher should set groups according to the class physical setting.	1	2.4
13. The teacher should teach more grammar and variety of expressions used in everday-life situations.	1	2.4

Twenty-four percent of the students suggested that the teachers should provide them with more games and more varieties of games. The rest gave suggestions on time allotment and game procedure. These suggestions were helpful in administering games in grammar learning and teaching.

About twelve percent of the students suggested that the teacher should provide more games in English lessons. This is associated with the five-point rating question # 8, the students strongly agreed that the teacher should use games in teaching grammar ($\bar{X}$ = 4.24). This indicated that they liked learning grammar through games and they wanted the teacher to offer more games in class. The type of games should widely vary because about twelve percent of the students suggested that the teacher should provide more varieties of games such as outdoor-games, writing games and so on.

The rest of the suggestions (No.3-13) might be on account of the ineffective classroom management. These students' suggestions involved all three stages of playing games: pre, while, and post-playing games. From their suggestions, at the pre-playing stage, it is important to have especially clear instructions. The teacher should use the native language if necessary. A short part or a few rounds of the game should be demonstrated. The teacher must speak slowly and make sure that all students understand perfectly what they are going to do. Vocabulary, pronunciation, grammatical items and necessary expressions for playing games should be distinctly presented. At the while-playing stage, the teacher should distribute attention over the whole class by going round the class consisting of either pairs or small groups, listening carefully and interfering only if misunderstanding of the task or a serious mistake appears. She may make a note on any serious mistakes for further feedback to the whole class. At the post-playing stage, the teacher should have given both positive and negative comments on what students did during the course of the game to enhance awareness of the mistakes and encourage retention. She should also tell students how to apply knowledge in games in everyday-life situations.

The experimental group consisted of forty-two students and therefore is a representative of a large class. In terms of class management, Harmer (1988: 128-129) suggests that a teacher can better handle a big class by using worksheets for the whole class activities. Through referring to the worksheets, the teacher can make a contact with all students at the back of the classroom and can easily ask for and receive individual attention. Another idea for handling a big class is using pair-work and group-work to maximize students participation. They can also be used as a means to increase the effectiveness and intensity of accuracy work (Nolasco and Arthur 1988: 3). The use of pair-work and group-work allows for genuine information exchange and provides opportunities for students who do not live in an English speaking environment. Pair-work and group-work offer students of mixed abilities opportunities for working together and getting to know each other. Davies

and Pearse (2000: 125) summarize the advantages of pair-work and group-work that they allow for variety and dynamism, an enormous increase in individual practice, low-stress private practice, opportunities to develop learner autonomy, and interaction with peers. That is, using worksheets or providing pair-work or group-work is a beneficial technique for a crowded classroom.

In sum, data analyses showed that the second hypothesis that the students who had studied grammar through games would have positive attitudes towards grammar learning was accepted. Teaching and learning grammar through games was considered satisfactory from the students' points of views. Games created positive attitudes toward learning grammar. The experimental group viewed learning grammar through games as a means of improving their grammatical competence. Games highly helped the students study grammar more joyfully, practice grammar meaningfully, and develop their grammatical competence particularly in speaking. Games highly made the lessons more interesting. Students strongly agreed that playing games in pairs or in groups helped promote cooperative working. Moreover, they suggested that the teacher should continue using more games in teaching grammar. These findings from the questionnaire are consistent with the findings in the studies by Chantisa Chanprasert (1998), Somjai Petchudkao (1998) and Taylor (1979).

In conclusion, learning grammar through games had a positive effect on students' grammatical competence and their attitudes towards   grammar learning. Despite the significantly lower grammatical competence before being taught grammar through games, the grammatical competence of the experimental group improved rapidly to a similar level of grammatical competence of the control group whose prior grammatical competence (in the pre-test) was significantly higher. Moreover, they had positive attitudes towards grammar learning, learning English in general, and game playing in language learning.