

## Research Article

USING BALL GAMES TO INCREASE SECOND GRADERS' MOTIVATION  
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## ABSTRACT

*This action research aims to investigate the use of ball games on second graders' motivation and vocabulary learning in Bui Van Ngu Primary School, Hoc Mon District, Ho Chi Minh City. It was carried out with the participation of 49 eight-year-old students. Results from observations and interviews were analyzed using MAQDA version 2020. Results from Test 2 at the end of Cycle 1 were improved compared to Test 1 at the beginning of the experiment; results from Test 3 at the end of Cycle 2 were enhanced compared to Test 2. Results from tests and quizzes indicated that second graders' vocabulary learning was enhanced after the intervention of ball games. Results from observations and interviews show that second graders were happy and enjoyable when playing ball games. Students also had the intention to join the ball games in the next lessons. Therefore, using ball games increased second graders' motivation and vocabulary learning after ten weeks with two cycles. However, teachers should consider the appropriate type of ball games for the class and ensure the classroom space when implementing ball games.*

**Keywords:** physical games; primary students; student's behaviors; student's emotions

## 1. Introduction

Many researchers emphasized and promoted the importance of vocabulary learning. Without sufficient vocabulary, students cannot comprehend the intended meaning conveyed by their partners and find it difficult to express their thoughts. When learning vocabulary, motivation is an influential element that contributes to the achievement of vocabulary learning. To strengthen young learners' motivation and help them obtain and retain vocabulary, teachers and educators develop many creative activities with dedication worldwide. One of these is using games for vocabulary learning in the English classroom. Most related empirical studies focus on the use of games in general and game-based learning in TELL (Technology-enhanced language learning) with the support of computers and

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technologies. However, even in the biggest cities, public schools in Vietnam usually do not have sufficient infrastructure and computers to focus on TELL.

From the teaching experiences, the teacher-researcher has found three main problems in large second-grade classes in public primary schools to form the rationale. First, second graders feel bored with the common ways of learning words as time passes. Second, students are in the same class grade; their English vocabulary learning significantly differs; not many students have good vocabulary learning in classes in public primary schools. Third, students in the teacher-researcher's class are movement-based, but the teacher sometimes does not create sufficient motivation to take advantage of this natural characteristic.

Using balls in English can create many benefits, including creating a lively and enjoyable condition for students to learn English (Zuhriyah & Aziza, 2022). Thus, it could help kindergartens learn words (Saleh & Althaqafi, 2022). However, the research did not focus on primary students, and they concentrated on one type of ball game instead of investigating plenty of ball games. In addition, the ball games in the mentioned studies do not require movement to encourage students to be involved in physical motives. In Vietnam's teaching context, games could improve students' learning process and create a comfortable learning environment. Some research has been conducted to determine games' roles in English classes. However, a few officially concentrate on the use of balls to improve students' motivation and vocabulary learning in public primary schools with large classes. Given the information above, this research attempts to address a question: **“How do ball games improve students' motivation and vocabulary learning in a public primary school in Vietnam?”**

## **2. Literature review**

### **2.1. Vocabulary and vocabulary learning**

Vocabulary is one of the crucial areas in the English language, but it is defined a bit differently in some ways. According to Hiebert and Kamil (2015), “vocabulary is the knowledge of meanings of words” by oral and print forms (p. 3). Vocabulary learning is essential to foreign language learning (Alqahtani, 2015). Vocabulary's function for comprehending language is likened to the heart's way of supplying blood to the body, and “no language can be taught effectively without its vocabulary” (Miraj et al., 2015, p. 5).

### **2.2. Motivation and how to explore students' motivation**

"Motivation is not the behavior, one thing or a specific event it can be directly observed" (Tohidi & Jabbari, 2012, p. 823). Motivation is the willingness of a person to put the effort to achieve a particular target (Snowman et al., 2012) or simply an impulse that directs people's behaviors to do certain activities (Wardani et al., 2020). Motivation impacts the development of language skills (Alizade, 2016), influences the target of learning (Purnama et al., 2019), and plays a significant role in the process of language learning (Rahman & Sahayu, 2020). Without motivation, “there is no pulse; there is no life in the

class” (Anjomshoa & Sadighi, 2015, p. 126). To explore students’ motivation, Azim (2020) recommended that teachers use observable signals to assess motivation. In addition, Berhenke et al. (2011) considered three indicators of motivation, covering students’ behaviors, strategy use, and emotional expression. Succinctly, teachers can use observation to reveal children’s emotional and behavioral responses and use interviews to ask questions to explore their motivation.

### **2.3. Games and the use of games in English classroom**

Games involve rules, goals, and fun (Hadeffield, 1996). It is a good means of education (Luu, 2012). In the Vietnam context, Hong (2014) suggested three types of games that can support students in learning, including games for warming up activities, games for motivating students, and games for acquiring knowledge. However, choosing a game is salient because every group of students is unique (Gruss, 2016). As for vocabulary learning, selecting types of games is important (Wulanjani, 2016). Teachers have to consider many factors when deciding which games can be used in a specific class to give students fun and education, otherwise they will be fruitless activities (Zhang, 2018).

Concerning the advantages and disadvantages of using games, games encourage students’ motivation (Safura & Helmanda, 2022), and enhance students’ vocabulary learning (Ramadhaniarti, 2016). Moreover, games can support students to retain unfamiliar vocabulary (Shabaneh & Farrah, 2019), impacting the vocabulary mastery of students (Jannah et al., 2020). However, games could bring much noise to the class (Aqsa et al., 2017).

### **2.4. Games with physical movement**

Integrating physical or movement-based activities could help students improve their concentration levels (Nalder & Northcote, 2015), enhance the physical activity minutes, and foster creativity, cognitive development, and motivation for students learning (Koch, 2013). Tomlinson and Masuhara (2009) encouraged teachers to use various types of physical games on a language-learning course because of many benefits, for instance, promoting positive self-esteem and attitudes toward the course.

### **2.5. Using ball games for young learners**

Ball games could encourage primary students to speak English (Rahayu & Sari, 2012). The research implemented Good Morning Ball for elementary students, in which the teacher provided three different balls in color or size. Each ball has its own sentence or words. Students who got the balls have to say the sentence that comes with the ball. Good Morning Ball made the class lively and made learning English enjoyable. Similarly, using a rubber ball is one of the games to improve students’ vocabulary mastery (Zuhriyah & Aziza, 2022). The research suggested using a rubber ball with a diameter of 20 cm for students to throw and catch with a specific topic given initially by the teacher for students to learn words. Moreover, a soft ball could help kindergarteners learn vocabulary effectively when throwing and catching (Saleh & Althaqafi, 2022).

### **3. Methodology**

#### **3.1. The research site**

The research site of this study was Bui Van Ngu Primary School, located in Hoc Mon District, one of the suburban areas in Ho Chi Minh City. In the academic school year 2022-2023, the total number of students was nearly 3,050, with around 45-50 students per class.

#### **3.2. Participants**

The participants were in one class that the teacher–researcher was assigned to teach in the academic school year 2022-2023, namely Class 2.11. The number of participants in the class was 49 students. The class was selected through a convenient sampling method. The participants have common characteristics such as grade, years of learning, and English learning time per week.

#### **3.3. How to use ball games**

There are five ball games for each cycle. As for Basketball, Table Tennis Balls, and Sticky Balls, students used balls to throw and learn words. When playing Passing Balls, students used balls to throw and catch, then read words loudly. In Sticking Plastic Balls, students used balls to stick stickers of words and pass the balls. As regards the Football part, students used a softball to kick to the goal and learn words. With Golf Balls, students used a stick to hit the ball into the goal and learn words. In general, students had to move, stand up, use their hands to hold, throw, catch, hit, pass the balls, and use their feet to kick the balls to learn words. All games involved physical movement.

#### **3.4. Research instruments**

This study is action research with two cycles, aiming to investigate the use of ball games to increase second graders' motivation and vocabulary learning. This classroom action research employed four steps adapted from the Action Research Cycles by Kemmis et al. (2014), Carr and Kemmis (2003), ordering with four steps as (1) plan, (2) act, (3) observe, (4) reflect. This action research was conducted in two cycles. Each cycle lasted for five weeks. In Cycle 2, the steps were (1) re-plan, (2) act, (3) observe, and (4) reflect.

##### **3.4.1. Tests**

In this research, all second-graded participants took three tests in total. Test 1 was used before the intervention of ball games, Test 2 was used at the end of Cycle 1, and Test 3 was used at the end of Cycle 2. The research followed standardized tests to adapt the format and content of the tests. The researcher prepared and adapted all the tests following the Cambridge Young Learners English Tests Starters Series format from the University of Cambridge ESOL Examinations. The form was required to meet the same specifications with the same number of items, instructions, time limits, format, content, range, and difficulty level. All the tests were prepared and adapted to the judgment of colleagues and the supervisor to ensure the face validity of the tests. The tests also follow the content from second graders' English books to ensure internal validity. The purpose of using three tests is

to compare the results of Test 1 and Test 2 to investigate the effectiveness of ball games on students' vocabulary learning in Cycle 1. The results of Test 2 and Test 3 were used to identify the effectiveness of modified ball games on students' vocabulary learning after Cycle 2.

#### 3.4.2. Quizzes

To determine students' vocabulary learning after each period, the teacher–researcher used a quiz on a small and simple piece of paper. In each cycle, five quizzes focused on matching the words, letters, and pictures. By doing this, the teacher can also explore what kind of ball game is most effective for students' vocabulary learning in Cycle 1 and create evidence to modify them for Cycle 2. Overall, quizzes enhanced the findings of tests by determining whether ball games can increase students' vocabulary learning.

#### 3.4.3. Observation

It is difficult to observe a person's motivation directly. All things that can be observed are a person's emotions shown by facial expressions and behaviors. According to Berhenke et al. (2011), the emotions observed can indicate young students' motivation. For this reason, this action research used video recording to capture actions and activities in the classroom to determine students' behaviors and emotions. Motivated students present positive emotions and work efficiently with good performance.

#### 3.4.4. Interviews

- **Formal interviews**

The purpose of using interviews was to determine students' emotions. The teacher-researcher designed the interview questions with the help of two in-service teachers working in a public primary school. These teachers read and edited the interview questions to ensure their validity. The questions were judged and edited with the help of colleagues and supervisors to ensure the interview questions were valid and purposeful. Information collected from this instrument was used to cross-check with the results from previous observations. The number of students was fifteen in total for each cycle. The average interval was 4-5 minutes for each formal interview and 3 minutes for each informal interview.

- **Informal interviews**

Along with this formal instrument, this research also used informal conversation. According to Swain and King (2022), informal conversation can complement and add to formal types of data generated through interviews. In this action research, the teacher had an informal conversation with the whole class after each lesson period. The information was recorded in video recordings. This instrument aims to aid data generation to enhance findings.

#### 3.4.5. Ethical consideration

Parents and students were informed that students' behaviors and emotions during the lesson were recorded for their teacher's research. They do not worry about the punishment or anything affecting their scores or performance. The student's personal information was

always kept confidential. According to Fraenkel et al. (2012), studies in which children are participants must consider the informed consent of parents or their legally designated caretakers. Another important thing is that “Children may never be coerced into participating in a study” (p. 67), which means they must have the right to refuse. Therefore, the researcher gave the participants’ parents parental permission and asked for their consent. The form followed and adapted from the form “Parental Permission for Minor to Participate in Research” presented in Fraenkel et al. (2012, p. 68)

**3.5. Data analysis**

SPSS version 26 was used to collect and analyze the data obtained from tests and quizzes. MAXQDA 2020 was used to transcribe and code the results of interviews and observations. The findings drawn from different sources of information and processes were expected to have solid validity and reliability with this methodological triangulation. Besides, observation protocols were used to record the information based on the criteria, colleagues’ judgment, and child behavioral psychologist’s opinion to avoid bias. The validity of interviews can be assessed by consulting some colleagues and the supervisor to judge whether the questions measure what they are supposed to measure.

**3.6. Results and Discussion**

**3.6.1. Findings of Cycle 1**

• **Results from Test 1 and Test 2**

After collecting the scores from Test 1 and Test 2, the teacher–researcher conducted a Shapiro-Wilk Test for normality. The results illustrate that the Sig. values of two tests were found to be below the value of 0.05, evaluating that the data set was not normally distributed. Consequently, a non-parametric statistical test was implemented to compare Test 1 and Test 2 to examine the effects of ball games used in the study after five weeks of Cycle 1.

**Table 1. Descriptive Statistics of Test 1 and Test 2**

Tests	N	Mean	Std. Dev	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Test 1	49	<b>5.959</b>	1.458	2.00	8.00	5.000	6.000	7.000
Test 2	49	<b>7.490</b>	1.556	3.00	10.00	6.500	8.000	8.500

**Table 2. Wilcoxon Signed-Rank Test of Test 1 and Test 2**

		Ranks		
		N	Mean Rank	Sum of Ranks
Test 2 – Test 1	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	40 <sup>b</sup>	20.50	820.00
	Ties	9 <sup>c</sup>		
	Total	49		

Table 2 illustrates that 9 students (9<sup>c</sup>) had the same score for Test 1 and Test 2; 40 students (40<sup>b</sup>) had the same score for Test 2, which was much better than Test 1. There was no score (0<sup>a</sup>) from Test 2 lower than Test 1.

**Table 3. Test Statistics**

	Test 2 – Test 1
Z	-5.632
Asymp. Sig. (2-tailed)	.000

Table 3 displays the test statistics of the Wilcoxon Signed-Rank Test with the Sig. (2-tailed) was .000 and the absolute value of Z was 5.623. Specifically, the absolute value was higher than the critical z-value which is 1.96 (95% confidence interval or 5% level of significance). Moreover, Table 1 shows that the average score at the beginning of the treatment is 5.959, and after Cycle 1 is 7.490. There is a statistically significant difference between the two tests. The aforementioned results indicate that second graders who joined this study improved their vocabulary learning after five weeks of implementing ball games.

• **Results from quizzes**

The average of all quizzes was above 9.0 (Mean 1(M1)=9.1; M2=9.31; M3=9.27; M4=9.35; M5=9.63). The results show that second-grade students could remember vocabulary after each lesson with the intervention of every type of ball game.

3.5.1.3. *Results from observations*

As for the indicator of motivation through emotions, students were happy with a smiling face in four types of ball games. This indicator shows that students were motivated when playing four types of ball games (Basketball, Sticky Balls, Table Tennis Balls, and Sticking Plastic Balls). However, some students were bored with sad faces in the Passing Ball game. This indicator showed that several students were not motivated sufficiently to play this game. This type of ball game was considered to be modified in the next cycle.

Eleven indicators of motivation through behaviors revealed students’ motivation during five types of ball games in Cycle 1. Young students did not show the same indicators of motivation in all observations. The indicators of motivation through behaviors in a specific observation could be slightly different from those of other observations.

**Table 4. Indicators of motivation through behaviors in Cycle 1**

No.	Indicators	Basketball	Table Tennis Balls	Sticky Balls	Passing Balls	Sticking Plastic Balls
1	Most students raised their hands to get a chance	x		x	x	
2	Some students cheered and said, “yeah”	x	x	x		x
3	Most students eagerly call the teacher’s name to get the opportunity to join the game	x	x		x	

4	Several students shouted in their mother language, “Cố lên, cố lên”				x	
5	Some students clapped their hands loudly when their team members did their best				x	x
6	Some students swung and jumped	x	x	x		x
7	Some students gave high five when their friends came back to their seats.		x	x		
8	A few students shouted when encouraging their friends to play	x	x	x		
9	Most students smiled happily	x	x	x		x
10	Invited students ran quickly to the board	x	x	x		
11	Some students stood up to watch the games clearly	x				x
12	Several students shook their bodies and head	x	x	x		x

In a nutshell, four types of ball games, including Basketball, Sticky Balls, Table Tennis Balls, and Sticking Plastic Balls, could enhance students’ motivation through the mentioned indicators of emotions and behaviors. Apart from these four games, the Passing Ball game needed to be modified in the next cycle because there was not enough solid evidence to indicate its effects on students’ motivation.

• **Results from interviews**

**Results from formal interviews**

Consistent with the findings from observations, the findings from interviews indicated that students were motivated when learning vocabulary with ball games. The indicators of motivation emerged through students’ emotions, reasons for interest and liking, intention to join the ball games in the future, and students’ opinions of the best game. Students liked ball games because they felt happy and intrigued. The involvement of physical movement, such as holding, passing, and throwing the balls, was one main reason to make second graders enjoyable in the games. As for the intentional behaviors, fifteen out of fifteen students had the intention to join the ball games in the future and expressed their favorite ball game.

Eight out of fifteen students said they liked games because they could hold, pass, throw the balls, and come to the board. To clarify it, students expressed:

*“I could pass the ball” (S6, S9)*

*“I like throwing the balls (S10)*

Two out of fifteen students expressed that they enjoyed the ball games due to their education. They could play and learn words through the games.

*“It made me happy, and I could learn words” (S13)*

*“I could play and learn words” (S9)*

Five out of fifteen students affirmed that they liked the ball games because of the competition.

*“I could go the board, throw the ball, and get scores for my team” (S8, S12)*

As for emotion, six out of six students confirmed that the ball games were intriguing. Fifteen out of fifteen students liked the ball games. All interviewed students admitted that they felt happy.

*“I felt happy” (S4)*

**Results from informal interviews**

The data from the informal interview indicated the consistency of findings from observations and formal interviews. Almost all students enjoyed playing four types of ball games (Basketball, Table Tennis Balls, Sticking Plastic Balls, and Sticky Balls), except the passing ball, which some students did not feel enjoyable and refused to participate in the next lesson. Almost all students express their hope to join the ball games in the future.

- **Reflection after Cycle 1**

In a nutshell, four per five ball games increased second graders students’ motivation and vocabulary learning. For the Passing Ball, it affected students’ vocabulary through a quiz, but it did not positively impact most students’ motivation.

Results from Test 2 indicated that some students still struggled with writing. The ball games in Cycle 2 need to be modified with the expectation of helping students write words effectively. Students’ writing boards would be combined in the games. Notably, more baskets should be put on the board to invite as many students as possible. By doing this, many students could get a chance to join the game instead of sitting around and watching their friends’ performances. To make something different for the class, the teacher–researcher intended to move the chairs to make the space in the middle of the class for students to play football and golf.

3.6.2. Findings of Cycle 2

- **Results from Test 2 and Test 3**

After collecting the scores from Test 2 and Test 3, the teacher–researcher conducted a Shapiro-Wilk Test for normality. The results illustrate that the Sig. values of two tests were found to be below the value of 0.05, evaluating that the data set was not normally distributed. Consequently, a non-parametric statistical test was implemented to compare Test 2 and Test 3 to examine the effects of the modified ball games used in the study after five weeks of Cycle 2.

*Table 5. Descriptive Statistics of Test 2 and Test 3*

Tests	N	Mean	Std. Dev	Minimum	Maximum	Percentiles		
						25th	50th (Median)	75th
Test 2	49	7.490	1.556	3.00	10.00	6.500	8.000	8.500
Test 3	49	8.735	1.483	4.00	10.00	8.000	9.000	10.000

**Table 6.** Wilcoxon Signed-Rank Test of Test 2 and Test 3

		Ranks		
		N	Mean Rank	Sum of Ranks
Test 3 – Test 2	Negative Ranks	1 <sup>a</sup>	11.50	11.50
	Positive Ranks	36 <sup>b</sup>	19.21	691.50
	Ties	12 <sup>c</sup>		
	Total	49		

Table 6 illustrates that 9 students (12<sup>c</sup>) had the same score for Test 3 and Test 2; 40 students (36<sup>b</sup>) had the same score for Test 3, which was much better than Test 2; only one student (1<sup>a</sup>) had the score from Test 3 lower than Test 2.

**Table 7.** Test Statistics

		Test 3 – Test 2
<b>Z</b>		-5.275
<b>Asymp. Sig. (2-tailed)</b>		.000

Table 7 displays the test statistics of the Wilcoxon Signed-Rank Test with the Sig. (2-tailed) was .000, and the absolute value of Z was 5.275. Moreover, Table 5 shows that the average score at the end of Cycle 1 is 7.490, and after Cycle 2 is 8.735. The difference is statistically significant between the two tests. The aforementioned results indicated that second graders who participated in this study enhanced their vocabulary learning after five weeks of implementing modified ball games.

- **Results from quizzes**

The average of all quizzes was above 9.0 (M1=9.22; M2=9.51; M3=9.59; M4=9.39; M5=9.76). The results indicated that second-grade students could remember vocabulary after each lesson with the intervention of every modified ball game.

- **Results from observation**

As for the indicators of motivation through emotions, students were happy with smiling faces in all types of ball games in Cycle 2. These indicators present that students were motivated when playing five modified ball games.

Related to the indicators of motivation through behaviors, seven indicators revealed students' motivation during five modified ball games. The indicators of motivation through behaviors did not happen in the same way in every lesson.

*Table 8. Indicators of motivation through behaviors in Cycle 2*

No.	Indicators	Basketball with writing boards	Table Tennis Balls with writing boards	Sticky Balls with writing boards	Passing Balls combined with football and writing boards	Golf Balls
1	Most students raised their hands to get a chance.		x	x		x
2	Some students cheered and said, “yeah”	x	x		x	
3	Most students eagerly call the teacher’s name to get the opportunity to join the game		x	x		x
4	Some students clapped their hands loudly when their team members did their best		x	x		
5	Some students swung and jumped	x			x	
6	A few students shouted when encouraging their friends to play	x			x	
7	Most students smiled happily	x	x	x	x	x
8	Some students stood up, shook their bodies and head	x	x			

• **Results from interviews**

**Results from formal interviews**

The findings from interviews after Cycle 2 indicated that students were motivated when learning vocabulary with ball games. The indicators of motivation emerged through students’ emotions and intention to join the ball games in the future. Students liked ball games because they felt happy, intriguing, and enjoyable. As for the intentional behaviors, fifteen out of fifteen students said they wanted to join the games in the future.

As for emotion, fifteen out of fifteen students liked the ball games. Four out of fifteen confirmed that the ball games were intriguing.

*“I felt intriguing” (S2)*

Eleven out of fifteen interviewed students admitted that they felt happy

*“I felt happy” (S3)*

**Results from informal interviews**

The data from the informal interview indicated the consistency of findings from observations and formal interviews. Almost all students enjoyed playing four types of ball games (Basketball with writing boards, Sticky Balls with writing board, Table Tennis Balls

with writing boards, Passing Balls combined with football and writing boards), except the Golf Balls, which some students did not feel enjoyable and refused to participate in the next lesson. Almost all students express their hope to join the ball games in the future.

- **Reflection after Cycle 2**

After Cycle 2, the teacher–researcher learned from experience and analyzed data in Cycle 2. Some issues needed to be modified to make the ball games more effective in enhancing students’ motivation and vocabulary learning. Although two cycles passed, the ball games implemented still had some problems. All types of ball games needed physical movement from the students—however, the classroom space needed to be bigger for them to perform the best. Many students could not join the games because of time limitations within a lesson.

### 3.6.3. Discussion of findings

Test results, observations from video recordings, results from quizzes, and interviews with second graders at Bui Van Ngu Primary School indicated that using ball games can increase students’ motivation and vocabulary learning. Therefore, the research question mentioned is answered, typically as follows:

The results of the study indicated that using ball games can increase second graders’ motivation and vocabulary learning. The motivation was assessed and explored through the indicators of students’ emotions and behaviors. The findings from class observation were quite similar to the data from interviews. Most of them raised their hands, cheered, and shouted happily during the ball games’ implementation to show their motivation. Moreover, almost all students found learning vocabulary interesting and happy due to ball games. All of the learners were willing to join the ball games if possible. Some students agreed that the class was nice and well-behaved, with a dynamic and exciting atmosphere. These results are in agreement with those obtained by Rahayu and Sari (2012) in which a ball game made the class lively and fun and made students enjoyable to learn. Besides, the results of this study further support the ideas of Zuhriyah and Aziza (2022) about using balls to improve students’ vocabulary. A majority of students got high scores on Test 2, especially on Test 3. It means that second graders’ vocabulary learning was improved after the intervention of ball games.

These results confirm the association between games and students’ motivation and vocabulary learning. Admittedly, games are familiar in teaching English. Games could create a comfortable atmosphere, games encourage students’ motivation (Safura & Helmanda (2022), and enhance students’ vocabulary learning (Ramadhaniarti, 2016). However, the games that students could touch, hold, throw, kick, hit, pass, and stick with their physical movement are innovative for primary students, especially for second graders who always love moving, even with no particular reason. These characteristics conform with the implication of the study from Tomlinson and Masuhara (2009), which implicated that teachers should use physical games in the class to provide motivated and meaningful

experiences for students. Although the outward manifestation of the games in this action research and the games used in the research from Tomlinson and Masuhara (2009) were dissimilar, they all have physical characteristics in essence.

Modifying ball games for Cycle 2, especially with writing boards, positively affected students' vocabulary learning. First, students could write the words following the teacher's writing. Then, the whole class could speak loudly when raising their board. However, the ball games in Cycle 2 took more time than in Cycle 1 because of the writing part, but it was worth doing it to balance the purpose of applying games and learning words.

Classroom management was also very important in implementing ball games because, in these games, students had to move. Although ball games can stimulate the passion for students' learning, teachers should consider dividing the class into groups, the position of chairs, the number of balls, pictures, baskets, and classroom space when integrating ball games with the lesson to establish the best condition. There will be a problem if the board is not magnetic because it would be much more difficult to find a way to hang all the baskets on.

#### 4. Conclusion

The research question was addressed based on the results of the tests, quizzes, observations, and interviews. It was inferred that using ball games positively impacts students' motivation and vocabulary learning. Second graders were motivated and interested in learning vocabulary through ball games. This action research contributed to the statement that games can enhance second-grade students' motivation and vocabulary learning. Further, it can set the stage for English teachers to create more games with physical movement for primary students. The findings provided evidence for teachers and educators to have an objective view of using ball games in a public primary school. The results are also expected to contribute to second language research in Vietnam. However, this action research lasted for ten weeks with only two cycles. It would be better if it could be conducted with more cycles in other contexts to perfect the action research spiral to make more modifications and bring better results.

❖ **Conflict of Interest:** Authors have no conflict of interest to declare.

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**SỬ DỤNG CÁC TRÒ CHƠI VỚI BÓNG ĐỂ TĂNG ĐỘNG LỰC HỌC TẬP  
VÀ VIỆC HỌC TỪ VỰNG CHO HỌC SINH LỚP 2  
TẠI TRƯỜNG TIỂU HỌC Ở VIỆT NAM**

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**TÓM TẮT**

Bài viết này nghiên cứu việc sử dụng các trò chơi bóng để làm tăng động lực học tập và việc học từ vựng của học sinh lớp 2, Trường Tiểu học Bùi Văn Ngừ, huyện Hóc Môn, Thành phố Hồ Chí Minh. Nghiên cứu được thực hiện với 49 học sinh 8 tuổi. Dữ liệu định tính được thu thập từ quan sát và phỏng vấn; dữ liệu định lượng được thu thập từ bài kiểm tra sau mỗi buổi học và bài kiểm tra cuối các chu kỳ. Kết quả phân tích từ các bài kiểm tra số 2 ở cuối chu kỳ 1 đạt kết quả cao hơn bài kiểm tra số 1; kết quả bài kiểm tra số 3 ở cuối chu kỳ 2 đạt kết quả cao hơn bài kiểm tra số 2. Kết quả từ các bài kiểm tra cuối chu kỳ và các bài kiểm tra sau mỗi buổi học cho thấy việc sử dụng các trò chơi bóng đã giúp cải thiện kết quả học từ vựng của học sinh lớp 2. Kết quả phân tích từ quan sát và phỏng vấn cho thấy học sinh lớp 2 cảm thấy vui thích khi tham gia các trò chơi bóng và mong muốn được tiếp tục trong các buổi học tiếp theo. Sử dụng các trò chơi bóng làm tăng động lực học tập của học sinh lớp 2 sau 10 tuần với hai chu kỳ. Tuy nhiên, giáo viên cần xem xét các loại trò chơi bóng phù hợp và đảm bảo không gian lớp học khi triển khai các trò chơi bóng.

**Từ khóa:** trò chơi vận động; học sinh tiểu học; hành vi của học sinh; cảm xúc của học sinh