

## Enhancing the Alphabet Recognition Skill by Using Educational Games (HAPCAB Model) of Primary 1 Students at Puyud Community School, Pattani Province, Thailand

Yamilah Masae<sup>1</sup>, Khodiyo Thesa<sup>2</sup>, Bilkis Akhter<sup>3</sup>, Mariyae Baneng<sup>4</sup>, Khoiryiah Masoh<sup>5</sup>

<sup>1,2,3,4,5</sup> Department of Teaching English, Fatoni University, Pattani, Thailand

<sup>1</sup>maryamte@ftu.ac.th

### ARTICLE INFO

Submit	29-11-2024	Review	29-11-2024
Accepted	30-11-2024	Published	02-12-2024

### ABSTRACT

*The purpose of this research was to investigate the effectiveness of using educational games, specifically the HAPCAB model, in improving students' alphabet recognition skills in primary 1 students at Puyud Community School in Pattani Province, Thailand. The study included 27 students in the first semester of 2022. The students were selected through purposive sampling. The research instruments involved lesson plans, pre-tests and post-tests for alphabet recognition, and a satisfaction measurement scale. The results of the research showed that students' alphabet recognition skills improved after using the HAPCAB model, with a higher achievement score of 11.85 compared to before. Additionally, the students had a very favorable level of satisfaction with the HAPCAB model, with a mean score of 4.70.*

**Keyword :** Educational Games, HAPCAB Model, Alphabet Recognition Skill

### 1. Introduction

The Ministry of Education has formulated a plan to improve English language teaching by focusing on students' understanding of communication in English, including its use in society and cultural understanding of the language (Social, Cultural, and Functions) and correct meaning according to language principles (cognitive linguistic functions). English language teaching is composed of four skills: listening, speaking, reading, and writing, which are appropriate for the conditions of Thai students and society. Given the importance mentioned, the National Education Act of 1999 stipulates that English must be trained from the primary school level. The Basic Education Core Curriculum of 2008 requires students to achieve learning outcomes according to various standards, including language skills for communication. Students must understand the listening, speaking, reading, and writing process and have communication skills. In terms of language and culture, students must understand the relationship between language and culture, the similarities and the differences between languages, and the differences between Thai culture and standard culture.

The Thai Government has idealistically set up the agenda that learning of English language and other subjects in

classroom must be taught in English. In addition, the teachers and students must be able to use English in various situations and English should serve as a foundation for learning, career development, and social interaction (Ministry of Education, 2008). But many teachers are incompetent to practice these ideals in real classroom scenario.

Educational games derived from media are being used in teaching and learning that have become increasingly popular in classrooms because they help the student have confidence in themselves, practice thinking and decision-making skills, and make learning more enjoyable and engaging. Using games in teaching also helps create a more positive attitude towards the subject actually learned. Language skills games are activities that align with the National Basic Education Curriculum of 2008, which emphasizes the importance of the students, and also consistent with the constructivist philosophy of education, which emphasizes the importance of active learning and the construction of knowledge through the procedure of discovery. Language skills games also help students develop their language skills in a fun and interactive way.

From the experiences of researchers who have had the opportunity to teach at Ban Puyud Community School,

under Pattani Primary Education Office, it was found that students have problems with identifying English letters, though they can sing the ABC song and play A-Z until the end. However, when the teacher randomly asks each letter, the students are incapable to answer. Therefore, due to the aforementioned problem, the researchers are interested in developing English letter identification or distinguishing skills using an educational game (HAPCAB Model) to help students develop these skills. This will make learning fun and satisfying and help reduce the defeat of learning for students.

## 2. Research Methods

### Data Analysis and Research Statistics

The researcher conducted a learning management experiment using the HAPCAB Model in the first semester of the academic year 2022, using a total of 8 hours, 50 minutes per hour. The instruction was carried on for 6 hours and pre-test and post-test were conducted for 2 hours.

The tools used in this research included:

1. A learning management plan using the HAPCAB Model to develop English alphabet learning skills for grade 1 primary school students at the Ban Puyud Community School in Pattani Province, a total of 6 plans.
2. Pre-test and post-test and evaluation forms for measuring the effectiveness of English alphabet identification skills using the HAPCAB Model, a total of 2 sets.
3. A student satisfaction survey for the researchers of the HAPCAB Model to develop English alphabet identification skills, 1 set with a total of 6 items.

This research divided the analysis according to the following:

1. Testing the t-test dependent value to compare the scores of the sample group before and after using the educational game (HAPCAB Model), with a significant level set at 0.01
2. Analysis of the level of satisfaction of students using the educational game (HAPCAB Model), using the following scoring criteria:

Mean-scores	Level of Satisfaction
4.21-5.00	Strongly agree
3.41-4.20	Agree
2.61-3.40	Neutral
1.81-2.60	Disagree
1.00-1.80	Strongly disagree

The researcher analyzed the data using a computer program for calculating classroom research statistics which is as follows:

Basic statistics in data analysis, including:

- 1.1 Mean of scores, using the following formula (Bunchom Srisa-ad, 2002)

	$\bar{X} = \frac{\sum X}{N}$	
When $\bar{X}$	instead	mean
$\sum X$	Instead	The total score of all scores in the group
N	Instead	Number of people in the group

## 3. Results and Discussions

### 3.1 the results and hypotheses testing

The results of the research on the development of English alphabet recognition skills by using an educational game (HAPCAB Model) of Primary 1 students at Ban Puyud Community School, Pattani Province, can be presented in 2 issues which are as follows:

- A. Comparing the effectiveness of learning vocabulary before and after using educational game (HAPCAB Model).

Table 1: Comparison of learning achievements of grade 1/3 students of pre-school and post-school learning management by using educational games (HAPCAB Model)

Test	Pre-test	Post-test
N	27	27
$\bar{X}$	3.48	15.33
S.D.	4.31	7.65
t	10.33	
sig	.000	

Table 1 shows the comparison of learning achievements of grade 1/3 students of pre-school and post-school learning management by using educational games (HAPCAB Model) to develop identification skills or distinguish English letters. There are 27 students in the sample group. It was found that the test scores changed before and after conducting the instruction. The after-school score was higher than before at 15.33 and 3.48 respectively, which was 11.85 higher and also had a standard deviation of 7.65 and 4.31 respectively. Therefore, it can be concluded that the development of English alphabet identification skills of grade 1 students was higher than before using educational games (HAPCAB Model) at the statistical significance level of 0.01.

- B. An analysis of the level of satisfaction of students toward the use of educational games (HAPCAB Model)

Table 2 shows the averages. Standard deviation and the level of satisfaction of students toward the use of educational games (HAPCAB Model).

Assessment Items	$\bar{X}$	SD	level of satisfaction
1. Educational games (HAPCAB Model) help to develop students' learning in identifying letters.	4.64	0.48	Strongly agree
2. Educational games (HAPCAB Model) is interesting and worth following.	4.4	0.75	Strongly agree
3. Students have fun and enjoy when learning by using educational games (HAPCAB Model)	4.8	0.40	Strongly agree
4. Teacher explains how to play educational games (HAPCAB Model) in detail and makes it easy to understand.	4.76	0.43	Strongly agree
5. Teacher counsels on the instructions for playing educational games (HAPCAB Model) appropriately.	4.68	0.47	Strongly agree
6. Students are very happy while learning English.	4.92	0.27	Strongly agree
<b>Total average</b>	<b>4.70</b>	<b>0.47</b>	<b>Strongly agree</b>

Table 2 illustrates the results of the study of the students' satisfaction toward the use of educational games (HAPCAB Model) to develop skills in identifying or distinguishing English letters of grade 1 students at Ban Puyud Community School, Pattani Province. The findings of the research show that overall students were satisfied at the highest level with an average of 4.70 and a standard deviation of 0.47.

Therefore, it can be concluded that using educational games (HAPCAB Model) to develop English alphabet identification skills of Primary 1 students at Ban Puyud Community School, Pattani Province, can be used to manage teaching and learning effectively because it can be beneficial for the students to have higher academic achievement and they are satisfied with the use of educational games (HAPCAB Model).

### 3.2 Discussions

The results of using educational games (HAPCAB Model) has helped to improve the students' skills in identifying or distinguishing English letters, and that the students have also enjoyed learning and were more motivated and engaged. The students also demonstrated good social behavior and cooperation during the learning activities. Overall, it appears that the use of educational game (HAPCAB Model) has had a positive impact on the students' learning and development. This is consistent with the second hypothesis, which is that students have the highest level of satisfaction in learning English letters by using educational games (HAPCAB Model to develop skills in identifying or distinguishing English letters). Because students feel fun while playing.

## 4. Recommendations

From this research study the researcher has suggestions that may be useful for learning management and research studies as follows:

1. Suggestions for teaching and learning Teachers should allow students to choose from a variety of games that teachers have prepared for teaching and that will make students feel more involved in teaching and learning
2. Teachers should include morals and ethics in teaching.

Suggestions for further research

1. An experimental study should be done using teaching games with other sample students and at other levels.
2. Research on students' behavior should be done before teaching by using educational games.

## Reference

- ABC's of Literacy. (2022). Letter Recognition: How to Teach the ABC's. Retrieved on July 30, 2022, from <https://abcsoliteracy.com/letter-recognition-how-to-teach-the-abcs/>
- Anggraini, D. (2020). The Effectiveness Of Using Alphabet Games to Young Learners in Acquiring English Vocabulary (Doctoral dissertation, UMN AL-WASHLIYAH 165 PEND. BING 2020).
- Bajraktarević, S., & Ramić-Brkić, B. (2017). Kockica: developing a serious game for alphabet learning and practising vocabulary. In *Advanced Technologies, Systems, and Applications* (pp. 349-358). Springer International Publishing.
- Buncham Srisa-ard. (2002). Introduction to Research (7th edition). Bangkok: Suwiriyasasan.
- Chonniah, I. U., & Izzah, L. (2022). The Use of Squid Game Simulation for Challenging Students' Vocabulary Mastery. *Journal of Languages and Language Teaching*, 10(4), 508-518.
- Destianingsih, A., & Satria, A. (2017, November). A study on the effectiveness of using alphabet cards game in teaching vocabulary for commercial business administration students. In *UAD TEFL International Conference* (Vol. 1, pp. 54-64).
- Lynch. (2020). Understanding Letter and It's Role in Preliteracy. Retrieved on July 31, 2022, from <https://www.theedadocate.org/understanding-letter-recognition-and-its-role-in-preliteracy>
- Ministry of Education. (2008). Core indicators and learning objectives for the foreign language learning area. Bangkok: Thai Agricultural Co-operative Federation Limited.
- Ministry of Education. (2008). Key Performance Indicators and Central Curriculum for Foreign Language Learning: Bangkok. Agricultural Cooperative Federation of Thailand Limited.
- Najati, N. (2020, December). The Effect of Alphabet Game on Students' Vocabulary Mastery of Descriptive Text. In *Proceedings of International Conference on English Language Teaching (INACELT)* (Vol. 4, No. 1, pp. 130-140).
- Nurdin, M. (2023, July). Development of Educational Games for Collecting the Alphabet Based on Desktop. In *2nd World Conference on Social and Humanities Research (W-SHARE 2022)* (pp. 93-100). Atlantis Press.
- Yaowapha Dacha-khupat. (1999). Activities for Pre-school Children. Bangkok: Mak Publi