

## ABSTRACT

### **Ramadan, M. R. (2025): The Effect of Implementing Modified Indonesian-Thai Traditional Games on Students' Vocabulary Mastery in Thai Elementary Students**

This study investigates the effect of implementing modified Indonesian-Thai traditional games in teaching vocabulary to young learners in a setting. This study comes from a concern about monotonous learning methods used in recent classes in a school in the southern part of Thailand, which are almost the same as the methods used in the classes that are nine years apart. The recent methods used in the classes are more book-oriented and teacher-centered, which can cause the students to be less interested and bored.

Traditional games, on the other hand, offer a more interesting learning experience by creating a fun, engaging atmosphere, which can boost students' motivation and engagement while learning language. The traditional games also can make the learning more meaningful and engaging. With its flexibility, the traditional games also could be modified to fit with the learners' needs. Considering these benefits, traditional games were chosen to be utilized in this study.

This study employs a quantitative approach using a pre-experimental one-group pre-test post-test design. The participants of this study are the students of second grade in a private school in southern Thailand, which in total was 29 students. Since some of the students were unable to join some scheduled agenda of this study, the participants are reduced to 24 students. The instrument utilized in this study is the Receptive One Word Picture Vocabulary Test (ROWPVT), which is modified to align with the needs of this research. The number of questions in the test is 25, consisting of 15 multiple-choice questions, 7 true/false questions, and 3 short-answer questions.

The results of statistical analysis show that the average scores of students increased from 56 to 68, with a significant value of  $<0.001$ , as tested through a paired sample t-test. This finding shows that the implementation of modified Indonesian-Thai traditional games is significant and contributes to the improvement of students' vocabulary scores. The level of effectiveness is categorized as moderate since the n-gain score is 0.34.

Although the effectiveness of the games is categorized as moderate, the implementation of these games could still be considered in language learning, especially for young learners, to create more interesting, fun, and engaging activities. The increase of the students' vocabulary scores also could be a consideration in choosing traditional games in vocabulary learning, especially Indonesian-Thai traditional games.

***Keywords: vocabulary mastery, Indonesian-Thai traditional games, traditional games, young learners, pre-experimental design***