


THE EFFECTIVENESS OF USING BOARD RACE GAME TO ENHANCE THE STUDENTS' VOCABULARY MASTERY AT SMPN 8 DONGGO SATU ATAP

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: 26-10-2021 Revised: 20-11-2021 Accepted: 29-11-2021 Published: 16-12-2021</p> <p>Keywords: Vocabulary Verb Adverb Board Race Game</p>	<p>This research aimed to enhance students' vocabulary mastery at SMPN 8 Donggo Satu Atap by using board race game. The researcher used pre-experimental research where the data gained from the multiple choice test. The population of the research was the eighth grade of SMPN 8 Donggo Satu Atap in the academic year 2020/2021. The result presented that the mean score of students' vocabulary mastery pre-test in the term verb was 45.25 become 78.5 in post-test with 73.48% improvement. Then, the mean score in term of adverb was 42.75 in the pre-test become 69 in the post test with 61.40% improvement. The t-test analysis presented that by applying 0.05 level of significant with the 19-degree freedom (df=20-1), t-test in the form of verb and adverb in vocabulary was greater than t-table which were 11.62>2.093 and 13.72>2.093. It means that, board race game has significant effect toward students' vocabulary mastery in the term of verb and adverb.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>How to cite: Nurdina, St. Asriati & Saiful. (2021). The Effectiveness of Using Board Race Game to Enhance The Students' Vocabulary Mastery at SMPN 8 Donggo Satu Atap. English Language Teaching Methodology, Vol 1(3), December 2021. doi: https://doi.org/10.22219/jpbi.vxiy.xxyy</p>	
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INTRODUCTION

In learning English as a foreign language, students must take a charge on their vocabulary. Newman and Dwyer (2009:385) stated that vocabulary can be defined as words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). It can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning. That is the point why we need to learn more vocabulary. Surely when we are learning about vocabulary, there is a technique to master it. In the other hand, learning vocabulary must use interactive or attractive strategies so the students can memorize it well and able to place the right vocabulary properly. Hatch and Brown (1995:370) said that the specificity of any

individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words. For that reason, the biggest source is coming from student itself.

Now days, game is popular and use in various activity. It is also can be used as a media to learn. Game can boost the students' mood, so anything that come from this fun activity may set in their brain while learning process is running. In addition, Richard in Nguyen and Phuong (2017) stated that games are not only related to fun but also have pedagogical values in second language teaching. There are many advantages of game, they are providing motivation, help students reduce stress, and give them the occasion to practice communication. In addition, because language learning is hard work and requires effort at every moment and over a long period of time, games support learners' interest and work. Hadfield (1998:4) said game is an activity with rules, a goal, and an element of. One of games that can be used in teaching and learning process is Board Race Game.

Board race game is a fun game that have board as a media and there is two people or two group or more to "race" against each other according to a set of rules. This support by Azzahroh (2015) she stated that "a board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules". On the other words, board games represented a battle between two armies, and most current board games are still based on defeating opposing players in terms of counters, winning position or accrual of points. This is a game that when you play it you throw the dice in the counters and you can step forward based to dice. Games can be based on pure strategy, chance, or a mixture of the two, and usually have a goal that a player aims to achieve.

The important from this game is to enrich the students' vocabulary of any life aspects. This game can be used to help learners remember and practice vocabulary during a lesson, review some vocabularies by the end of the lesson, or recall vocabulary mastery after several activities. For whatever usage, board games are considered to be effective games to increase learners' motivation and help them pay more attention to their vocabulary.

Some previous researchers applied Board Race Game in their research in teaching process such as Azzahroh (2015) applied demonstration method by provided an example to be demonstrated and demonstrated the material. The students were paying attention to the demonstration by the researcher. After that, the students tried to demonstrate that example. Hidayati (2015) applied demonstration method by showing the real object, showing picture, and using the actions, facial expressions, body language activities as way to decrease anxiety. The researcher presented the material of teaching related to the real student life context. Saraswati (2015) applied demonstration method by using mime, action, role play, or gesture. The researchers used the materials that have to be adapted when using demonstration technique such as about verb, adjectives, or nouns.

Therefore, implementing Board Race Game in the class is required to enhance students' vocabulary mastery. In this research, the researcher implemented Board Race Game in teaching and learning process to know the effectiveness of that game in enhancing students' vocabulary mastery.

RESEARCH METHOD

The researcher conducted this research by using a pre-experimental design to find out the effect of Board Race Game on enhancement of vocabulary mastery. The subject of this research consisted of only one group or a class. This research applied pre-test before treatment and post-test after it.

The population of this research was students of SMPN 8 Donggo Satu Atap which consisted of three classes. Each class consisted of 22 students and total of students was 132 students. The researcher used purposive sampling technique to select the sample. This technique determines the sample based on the certain condition. This research conducted at Eighth grade students of SMPN 8 Donggo Satu Atap which was consisting of 20 students.

The researcher used students' vocabulary tests by provided tests with multiple choice test which consisted of 40 number of question. There were 20 numbers of questions about verb and 20 numbers of questions about adverb. There was 5 point for every number of questions in verb and adverb questions. The researcher applied the test twice, before and after treatments or teaching and learning process. The pre-test is intended to find out the students' prior competence in vocabulary mastery. Pre-test was administered before giving treatment. Meanwhile, the researcher gave post-test after treatment. The researcher applied post-test to measure the student's vocabulary mastery after treatment. There are four meetings for treatment. Students have 90 minutes to answer the questions.

The researcher gave score for the students' answer on indicator that adopted from Depikbud (2004) below:

Table 1. Vocabulary scoring

No.	Rate of Scores	Categories
1	96-100	Excellent
2	86-95	Early Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very Poor

The data obtain from pre-test and post-test analyzed by using the formulas as follows:

1. To percentage of the students' achievement using formula:

$$p = \frac{F}{N} \times 100$$

Where:

P= Rate of percentage

F= Frequency of the correct answer

N= Total number of students

(Sudjana: 1990)

- Calculating the mean score of students' answer in both pre-test and post-test by this formula:

$$\bar{X} = \frac{\sum x}{N}$$

Note:

\bar{X} = mean

$\sum x$ = the sum of all score

N = number of subject

(Gay: 2006)

- Calculating the improvement of the student's score of te pre-test and post-test, the researcher used the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

P= Improvement

X1= Mean score of pre-test

X2= Mean scor of post-test

(Harmer: 2007)

- Finding out the significant between pre-test from the calculating values:

$$\bar{D} = \frac{\sum D}{N}$$

Where:

\bar{D} = The mean of differences score

$\sum D$ = The sum of scores

N= Total number of students

(Gay: 2006)

- Finding out the significant between the pre-test and post-test by calculating the value of the test. The following formula is employed:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = Test of significance

D= Differences between two scores compere

\bar{D} = The mean of differences score

$\sum D$ = The sum of scores

$\sum D^2$ = The square of D scores

N = Total number of students

(Gay as cited in Karmadi: 2018)

6. The criteria for the hypothesis testing as follows:

Table 2. Hypothesis testing

Testing	Hypothesis	
	H ₀	H ₁
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

(Sugiyono: 2014)

RESULT AND DISCUSSION

The finding of this research is taken from the data of using Board Race Game to enhance students' vocabulary mastery in term of verb and adverb before and after the treatment.

The Enhancement of Students' Vocabulary Mastery

The enhancement of the students' vocabulary mastery in this section can be see through the general mean score and the improvement of students' vocabulary mastery which was include both category (verb and adverb) in pre-test and post-test. The enhancement of the students' vocabulary mastery in the term of verb and adverb at the eighth grade of students of SMP Negeri 8 Donggo Satu Atap is present in the following table:

Table 3. The mean score and improvement of students' vocabulary mastery

Indicator	Mean Score		Improvement (%)
	Pre-test	Post-test	
Students' Vocabulary	37.5	73.37	95.65%

Table above presents the totally mean score of students' vocabulary in general. Table above presents that the mean score of students' vocabulary mastery in pre-test before gave treatments was 37.5 and after gave treatment students' vocabulary totally mean score in posttest became 73.37. In addition, the table also presents that the students' vocabulary improvement was 95.65%

The Enhancement of students' Vocabulary Mastery on Pre-test and Post-test

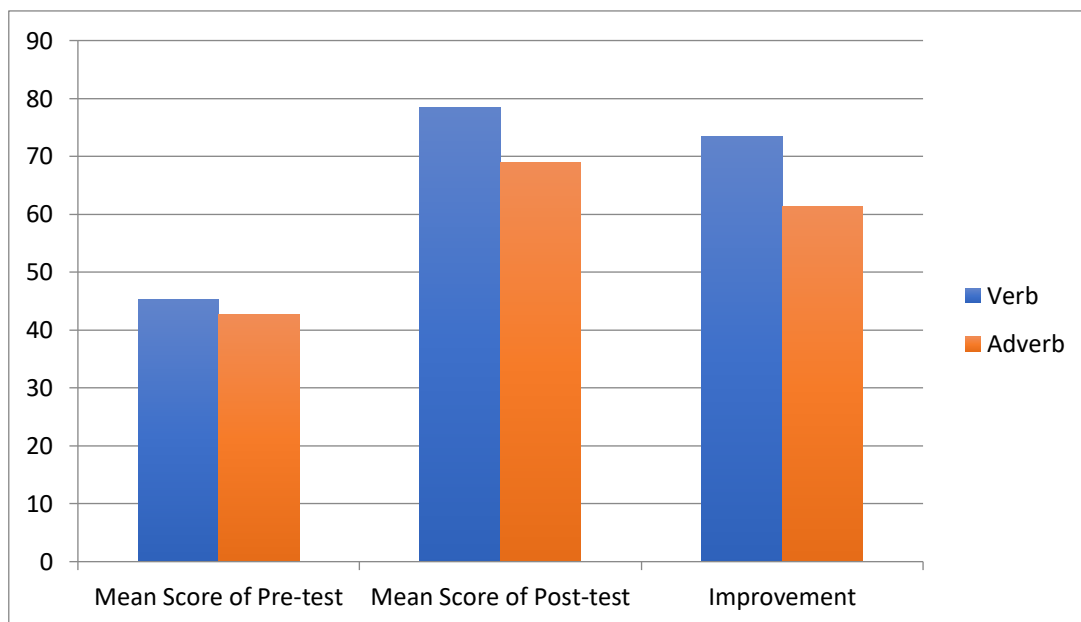
The enhancement of the students' vocabulary mastery in the term of verb and adverb can be see through the mean score and the improvement of category in pre-test and post-test. The enhancement of the students' vocabulary mastery in the term of verb and adverb at the eighth grade of students of SMP Negeri 8 Donggo Satu Atap is present in the following table:

Table 4. The mean score and improvement of students' vocabulary mastery in the pre-test and post-test

No	Category	Mean Score		Improvement (%)
		Pre-test	Post-test	
1	Verb	45.25	78.5	73.48%
2	Adverb	42.75	69	61.40%

Table above presents that the mean score of students' vocabulary mastery in the term of verb on pretest was 45.25 and on post-test was 78.5. In addition, the mean score of students in the term of adverb on pre-test was 42.75 and mean score on post-test was 69. Meanwhile, the improvement of students' vocabulary mastery in the term of verb was 73.48%. Then, the improvement of students' vocabulary mastery in the term of verb was 61.40%.

To see clearly the students' mean score and improvement of students' vocabulary mastery in the pre-test and post-test, the graphic will show it.



Graphic 1. The mean score and improvement of students' vocabulary mastery in the pre-test and post-test

Graphic indicates the mean score of vocabulary mastery in term verb and adverb in pre-test is under 50, which is mean score of verb is 45.25 and adverb is 42.75. Meanwhile, the mean score of vocabulary mastery in term verb and adverb in post-test is upper 65, which are

mean score of verb is 78.5 and adverb was 69. In addition, the improvement of students' vocabulary mastery in term verb is 73.48% and adverb is 61.40%.

The Percentage and Frequency of Students' Vocabulary Mastery in the term of Verb

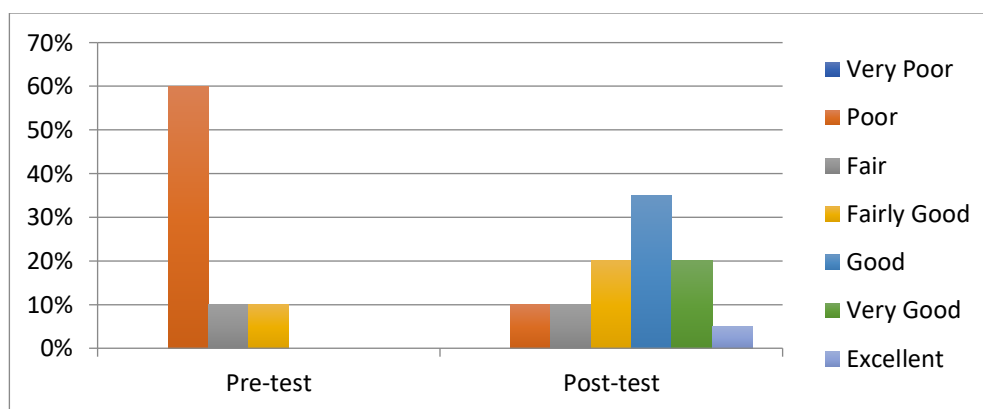
Rate percentage and frequency of student's vocabulary mastery in verb on the pre-test and post-test of Eighth grade students' of SMPN 8 Donggo Satu Atap, can be seen clearly in the table below

Table 5. Rate percentage of students' vocabulary mastery in verb

Classification	Score	Pre-test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Excellent	96-100	0	0%	1	5%
Very Good	86-95	0	0%	4	20%
Good	76-85	0	0%	7	35%
Fairly Good	66-75	2	10%	4	20%
Fair	56-65	2	10%	2	10%
Poor	36-55	12	60%	2	10%
Very Poor	0-35	4	20%	0	0%

Table above presents the percentage and frequency of students' speaking skills in the term of vocabulary both in pre-test and post-test. The table presents that in the pre-test from 20 students, there were no students got excellent, very good and good in vocabulary mastery, especially in the term of verb. Based on verb, there were 4 (20%) of students classified as very poor, 12 (60%) of students were classified as poor, 2 (10%) of students were classified as fair and 2 (10%) of students were classified as fairly good. Meanwhile, in the post-test from 20 students, there were no students got very poor in the term of verb of vocabulary mastery. Based on the verb, there were 2 (10%) of students classified as poor, 2 (10%) of students classified as fair, 4 (20%) of students were classified as fairly good, 7 (35%) of students were classified as good, 4 (20%) of students were classified as very good and 1 (5%) of students were classified as excellent.

To see clearly the percentage and frequency of students' vocabulary mastery in the term of verb, the graphic will be shown the students percentage in verb both in pre-test and post-test.



Graphic 2. Rate percentage of students' vocabulary mastery in verb

Graphic above indicates that most of the students got poor classification in the pre-test with the percentage 60% (12 students). In addition, the other percentage in the pre-test is 20% (4 students) got very poor, 10% (2 students) got fair and 10% (2 students) got fairly good. Meanwhile, good got the greatest percentage of the post-test with the percentage 35% (7 students). In addition, the other percentage in the post-test is 20% (4 students) got very good, 20% (4 students) got fairly poor, 10% (2 students) got fair, 10% (2 students) got poor and 5% (1 student) got excellent.

The Percentage and Frequency of Students' Vocabulary Mastery in the Term of Adverb

Rate percentage and frequency of students vocabulary mastery in adverb on the pre-test and post-test of Eighth grade students' of SMPN 8 Donggo Satu Atap, can be seen clearly in the table below:

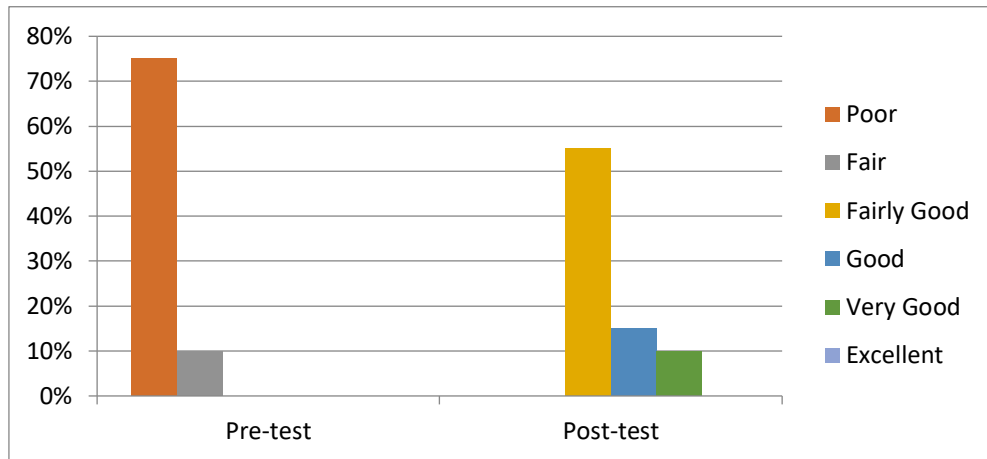
Table 6. Rate percentage of students' adverb in vocabulary mastery

Classification	Score	Pre-test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Excellent	96-100	0	0%	0	0%
Very Good	86-95	0	0%	2	10%
Good	76-85	0	0%	3	15%
Fairly Good	66-75	0	0%	11	55%
Fair	56-65	2	10%	0	0%
Poor	36-55	15	75%	0	0%
Very Poor	0-35	3	15%	4	20%

Table above presents the frequency and percentage of students' vocabulary mastery in the term of vocabulary both in pre-test and post-test. The table presents that in the pre-test from 20 students, there were no students got excellent, very good, fairly good, and good in the term of adverb of vocabulary mastery. Based on adverb, there were 3 (15%) of students classified as very poor, 15 (75%) of students classified as poor and 2 (10%) of students were

classified as fair. Meanwhile, in the post-test, table above presents that from 20 students, there were no students got excellent, fair and poor in the term of adverb of vocabulary mastery. Based on adverb, there were 4 (20%) of students classified as very poor, 11 (55%) of students classified as fairly good, 3 (15%) of students classified as good and 2 (10%) of students classified as very good.

To see clearly the percentage and frequency of students' vocabulary mastery in the term of verb, the graphic will be shown the students percentage in verb both in pre-test and post-test.



Graphic 3. Rate percentage of students' vocabulary mastery in adverb

Graphic above indicates that most of the students got poor classification in the pre-test with the percentage 75% (15 students). In addition, the other percentage in the pre-test is 15% (3 students) got very poor and 10% (2 students) got fair. Meanwhile, more than a half of the students got fairly good percentage in the post-test with the percentage is 55% (11 students). In addition, the other percentage in the post-test is 20% (4 students) got very poor, 15% (3 students) got good and 10% (2 students) got very good.

The Significant of Verb and Adverb in Vocabulary Mastery

To know the level of significant value of pre-test and post-test, the researcher used t-test analysis on the level of significant (p)= 0.05 with the degree of freedom (df)= N-1, where N = number of subject (20 students), then the value of t-table is 2.093. The statistical analysis for the independent sample was applied.

Table 7. T-test of the students' vocabulary mastery

Component	T-test Value	T-table Value	Test Significant
Verb	11.62	2.093	Significant
Adverb	13.72	2.093	Significant

Table 4.5 above presents that t-test value for students' vocabulary mastery in the term of verb greater than t-table ($11.62 > 2.093$). In addition, t-test value for the term adverb was greater than t-table ($13.72 > 2.093$). It means that there was significant difference between the students' vocabulary mastery in the term verb and adverb before and after using board race game. It is also null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Based on the result of the data analysis, it is proven that the students' vocabulary in term verb and adverb taught by using board race game is enhanced. In addition, based on the students' responses, most of students found that learning English could be more fun by learning using a fun teaching and learning style which were completed an interesting way by movement and make students join the activity and also far from being monotonous. It is similar to Abdul (2016) who found that the students dislike the monotonous activity. They need an interesting technique, creative technique, integrated activity, and the activity that involved all them and give them the same chance. Kusumawati (2017) also found the differences output after using board race game and conventional method. She found that board race game can boots students to mastering vocabulary. Board race game can facilitate students to understand the meaning of the words. Hamer at al. (2019) also found out that board race game is a fun way for improving the students' vocabulary mastery because the students were forced to memorize and accustom with the vocabularies during they play the game.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concludes that the use of board race game effective in enhance students' vocabulary mastery especially in the verb and adverb. It was proven by the total students' vocabulary achievement and the students' vocabulary achievement on the term of verb and adverb. The total students' vocabulary achievement in the post-test was greater than in the pre-test ($73.37 > 37.5$) with the improvement was 95.65%. Then, the students' vocabulary achievement on the term of verb in the post-test also was greater than in the pre-test ($78.5 > 45.25$) with the improvement was 73.48%. While, with the improvement was 61.40%, the students' vocabulary mastery on the term of adverb in the pre-test was 42.75 and in the post-test was 69, which was mean that post-test score was greater than the pre-test score ($69 > 42.75$). Thus, it can be meant that H_1 is accepted whereas H_0 is rejected. So, it can be concluded that there is a significant effect of using Board Race Game in enhance students' vocabulary mastery at the eighth grade of SMPN 8 Donggo Satu Atap.

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