THE EFFECTIVENESS OF BOARD RACE METHOD TO IMPROVE STUDENTS VOCABULARY MASTERY

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ABSTRACT

This thesis aims to find out whether the Board Race Method is effective in improving students' vocabulary mastery of at VIII A class of SMP Jaya Negara, in term of nouns and verbs. This research was a pre-experimental design used pre-test and post-test. The population of this research is the VIII grade students of SMP Jaya Negara and to take the sample of researchers used purposive sampling. The research sample was 20 students. The research instrument was a vocabulary test consisting of 10 multiple choice items and 10 fill the blank items and each test consisted of 5 noun and 5 verb items. The results of the data show that there was a difference between pre-test and post-test of students. The main score of students before the exam is 40 and it improved to 54.25 after applied the Board Race method. While the mean score in term of verb before gave the tretment was 46.75 it improved to 63.5 after applied the Board Race method and the mean score in term of noun was 32 became 51 after applied Board Race method. In addition, from t-test analysis, it was obtained that the t-test value was greater than t-table, students' vocabulary mastery in totally (5.61>1.729) and in term of verb (5.85>1.729) and in term of noun (4.37>1.729). Therefore, the hypothesis of this research can be conclude that Null Hypothesis (H0) is rejected and the Alternative Hypothesis (H1) is accepted. It means that Board Race Method was effective to improve students' vocabulary mastery in term of nouns and verbs.

Keywords: Effectiveness, Board Race method, Vocabulary, Improving.

ABSTRAK

Tujuan skripsi ini untuk mengetahui apakah Metode Board Race efektif dalam meningkatkan penguasaan kosakata siswa di kelas VIII SMP Jaya Negara, dalam hal kata benda dan kata kerja. Penelitian ini merupakan desain pra-eksperimental yang menggunakan pre-test dan post-test. Populasi penelitian ini adalah siswa kelas VIII SMP Jaya Negara dan peneliti mengambil sampel menggunakan purposive sampling. Sampel penelitian adalah 20 siswa. Instrumen penelitian adalah tes kosa kata yang terdiri dari 10 item pilihan ganda dan 10 item isian kosong dan masing-masing tes terdiri dari 5 kata benda dan 5 item kata kerja. Hasil data menunjukkan bahwa ada perbedaan antara pre-test dan post-test siswa. Skor rata-rata siswa sebelum ujian adalah 60% dan meningkat menjadi 84,56% setelah menerapkan metode Board Race. Selain itu, dari analisis t-test, diperoleh bahwa nilai t-test lebih besar dari t-tabel,

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penguasaan kosakata siswa pada kata kerja (5,85> 1,729) dan pada kata benda (4,37> 1,729). Oleh karena itu, hipotesis penelitian ini dapat disimpulkan bahwa Null Hipotesis (H0) ditolak dan Hipotesis Alternatif (H1) diterima. Ini berarti bahwa Board Race efektif untuk meningkatkan penguasaan kosakata siswa dalam hal kata benda dan kata kerja.

Kata kunci: *Effektivitas, Metode Board Race, Kosakata, Meningkatkan*

Introduction

Based on the researcher experience in Magang 3 Program this school is chosen because the researcher found that most students are difficult to engage in vocabulary, it is caused by some factors such as, lack of vocabulary and practice. No one is doubt, that interaction is the way to improve the students' vocabulary mastery. In English teaching and learning process, vocabulary is one of the important aspect that can influence the students are lazy to study in English and class to be boring.

To improve student vocabulary mastery, the researcher use Board Race method. Board Race is a fun game that is used for revising vocabulary, whether it words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach. Therefore, it is important to conduct the research under the title "The Effectiveness of Board Race Method to Improve Students Vocabulary Mastery."

Materials And Method

    A. **Materials**

        1. **Board Race**

Board Race is a fun game that is used for revising vocabulary, whether it be words from the lesson you've just taught or words from a lesson you taught last week. It can also be used at the start of the class to get students active. It is a great way of testing what your students already know about the subject you're about to teach (Deubelbeiss: 2009).

Board race game is one of the developments of board game as a common game which can be played by using board, table, or floor. Board race game is a fun way for students to practice their English while enjoying some competition. (Fitri Palupi : 2017)**.**

"Board race game" is often used in the learning process of English language, especially to improve vocabuary memory that has been taught before to students. The type of game is more to repeat vocab and grammar. (Yudi Marwanto : 2018)

Board Race Preparation

1. Board Race Guidelines:

    a. The goal of a board race game is to have two people "race" from one end of the classroom to the board at the other end of the classroom and write the answer to a question on the board. The first person to finish writing the correct answer scores a point.

    b. The game allows you to test the students on a variety of topics while getting them fully engaged in the activity with some friendly "athletic" competition. Surprisingly, you may find adult students like it even more than the kids do.

2. Board Race Procedure

a. First, to start the Board Race, explain to the class about the purpose of the game. You may want to do a diagram on the board to demonstrate it. Pick a couple volunteers from the class to "race" against each other.

b. Have the two students come stand behind you at the front of the class by the board. With two different colored markers, assign one color to each student. Ask a question relating to a topic that you have covered in a recent lesson or something that you have focused on during the day. For example, it could be a simple as how to spell a word or something more complex, such as how to structure particular verb tense using noun and verb that you say to them.

c. After you ask the question, throw the markers to the other end of the classroom. Shout "Go!" or something to start a race. The students run to get a "bonus" point for being fast. However, the first student who completes writing the correct answer could be awarded two points.

d. After the demonstration, put the class into two teams and begin the board race competition. Every student should have a chance to race a student from the other team. Also, try to make sure to match students according to their abilities.

e. Lastly, award the winning team a prize and o over any difficulties that they had during the activity. Post-race stretching is optional.

2. Vocabulary

Jack Richard (2001:4) defined vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention.

Huddleston (1954:1-2) in Rahim (2011:12) defines vocabulary based on its use. He says that there are two definitions of vocabulary. (1) Vocabulary is the content in function words of a language which are learning so thoroughly, that they become a part of the child understands speaking, reading and writing, (2) vocabulary is words having meaning when heard even though the individual produces it when communicating with others.

Carter in Muhbubah,(2005:10) points out that vocabulary is the concept and function word of language which are so thoroughly that became a part of child's understanding speaking, reading and writing. Vocabulary is the word having meaning when heard and seen even though it is not processed by individual to communicate with other sometimes all the words recognize and understood by a particular person, although not necessary used by him.

Vocabulary is a noun, singular form. It becomes vocabularies in plural form. Vocabulary can defined as all the words contained in a language, the specialist terms used in a given subject, a list of words in another language with their translation, a range of symbols of technique as used in any of the arts of crafts, the building's vocabulary of materials, texture, and tones.

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Vocabulary Mastery

Vocabulary mastery is expertise toward a group of words having individual meaning. Vocabulary mastery includes the knowledge about the meaning, the knowledge about the classes of words, and the knowledge about the use. In this research, the researcher only emphasized vocabulary mastery on the meaning of words.

According to John in Ali (2010:7), vocabulary mastery is knowledge involves knowing the meaning. Therefore the purpose of vocabulary test is to find out whether the learners can distinguish the changing of irregular verb and understand the meaning.

According to Keraf (2007) said that vocabulary should be constantly reproduced and expanded, in accordance with the demands of an increasingly mature person who wants to know everything he can. Mastering the rules of English in general can only be developed through learning collocations and the patterns of words and sentences. These patterns are certainly limited, in line with the variety of human activities undertaken in everyday life, while vocabulary should be developed in a way that is continually expanding, a method that can be adapted to the characteristics of each individual.

B. Method

In this study, the researcher used quantitative method. The researcher conducted the data based on pre-experimental design with pretest-posttest. The researcher used pre-experimental design because there is relationship between

dependent variable and independent variable. Independent variable in this research was Board Race and the dependent variable in this study was students' vocabulary mastery.

The population of this research was the Eight Grade Student of SMP Jaya Negara, Makassar in academic year 2019/2020. In this research, the researcher took one class VIII A, consisted of 20 students has the sample. It was third grade students of SMP Jaya Negara in the academic year 2019/ 2020.

The research instrument in this research was vocabulary tests which consist of 10 items multiple choices and 10 items filling the blank. Every test consists of 5 questions verb and 5 questions noun. The test was given twice that is pre-test and post-test. The first is pre-test. The purpose of pre-test was to know the students' basic knowledge about vocabulary. In this test given the first meeting before applying Board Race method and the second test is post-test. This test was given after treatment or after applying Board Race. The purpose of post-test was to know the effectiveness of Board Race method to improve the students' vocabulary mastery.

The data was collecting from the test of vocabulary that analyzes by using the following procedure:

1. **To calculate the score of the students' test**

$$A\ student\ Score = \frac{the\ students\ correct\ answer}{the\ total\ number\ of\ items} \times 100$$

Table 3.1. The classifying the score of students as following:

SCORE	CATEGORY
96-100	Excellent
86-95	Early good
76-85	Good
66-75	Fairly good
56-65	Fair
36-55	Poor
0-35	Very poor

Depdiknas, (2004)

2. **To calculate mean score of the student**

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

Notion:

X   : Mean score

$\sum \times$: The sum of all the score

N   : The number of the students

Gay, (1981)

3. **To find the students' improvement the formula as follow:**

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

Notion:

%   : The students' improving

X_1 : The mean score of the pre-test

X_2 : The mean score of the post-test

Gay, (1981)

4. **Calculating the value of t-test to indicate the significance of the difference between the pretest and posttest by using the following formula:**

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

Note:

t   : test

ΣD^2 : the sum of all squares

$(\Sigma D)^2$: the sum of all sums

ΣD : Sum of the differences

N   : number of subjects in particular group

Findings

The improvement of the students' vocabulary

Table 1: The students' mean score.

Indicator	Pre-Test Score	Post-Test Score	Improvement %
Students Vocabulary	40	54.25	35.6%

Table above show that there is improvement of the students' vocabulary totally mean score in pre-test before gave treatments was 40 and after gave treatment students' vocabulary totally mean score in posttest became 54.25. Therefore it could be summarized that students' vocabulary was improve became 35.6%.

The students' rate percentage and frequency

Table 2: The students' all score category.

No	Category	Score	Pre-Test		Post-Test	
			Freq	%	Freq	%
1	Excellent	96-100	-	-	-	-
2	Very good	86-95	-	-	-	
3	Good	76-85	-	-	-	-
4	Fairly good	66-75	-	-	1	5
5	Fair	56-65	1	5	6	30
6	Poor	36-55	11	55	12	60
7	Very poor	0-35	8	40	1	5
	TOTAL		20	100	20	100

The table shows that the category, frequency and percentage of students' vocabulary, there are different between pre-test and post-test. The result of pre-test before applied the Board Race method, there was no students in category excellent, very good, good, and fairly good. Only 1 student in category fair and 11 students in category poor and 8 got category very poor.
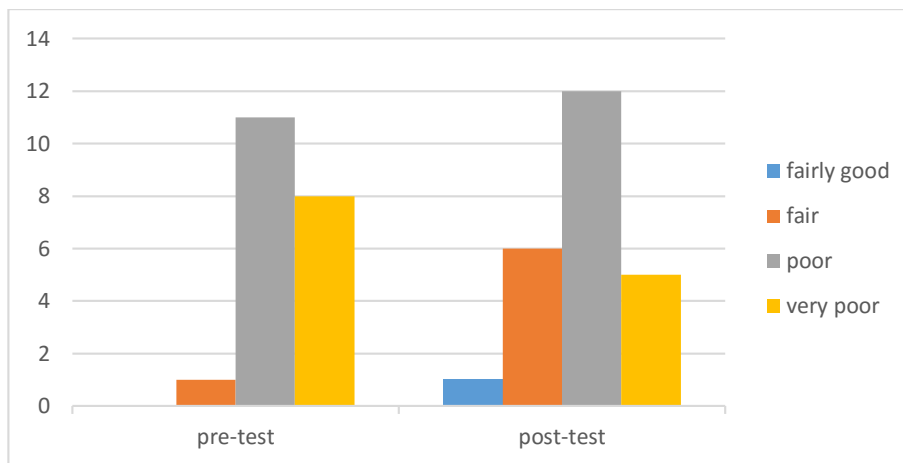
Figure 1. The rate frequency of the students' all score in pre-test and post-test.

Hypothesis

Table 2.The t.test of students' improvement

Indicators	t-test value	t-table value
All Score	**5.61**	
Verb	**5.85**	**1.729**
Noun	**4.37**	

The table above shows that t-test value in all (5.61>1.729) and in term of verb were greater than t-table (5.85>1.729), it means that there is difference between the students' vocabulary in term of verb before and after using Board Race method. The table also show that t-test value in term of noun was greather than t-table (4.37>1.729) it was improved, it means that there is the significance difference between the students' vocabulary in term of noun before and after applied Board Race. Therefore, it could be

said that the use of Board Race method was effective to improve students' vocabulary

mastery at SMP Jaya Negara, Makassar.

DISCUSSION

In this section, the researcher presents a discussion of findings about improving

student vocabulary in terms of verbs and nouns in the teaching and learning process

using the Board Race method. It is shown by the score of students in pre-test and post-

test.

Applying Board Race can improve students' vocabulary. The researchers found that

before applied the Board Race method, the mean scores of students in the pre-test were

very bad, but after applied the Board Race the students' scores on the post-test were

good and sufficient. Using the Board Race method can fulfill what they need to

remember vocabulary because students had found repeated vocabulary and searched

for unknown words in reading, speaking, writing and listening. Therefore, it could be

said that there is an increase in students' vocabulary after applied Board Race method.

Conclusion

The students' vocabulary of VIII A grade at SMP Jaya Negara in academic year

of 2019/2020. There was improvement of students' vocabulary mastery in term of verb.

It was proved by the mean score of pre-test was 46.75 that categorized as poor and after

applied Board Race method, the mean score of post-test become 63.5 that categorized

as fairly good. The students' vocabulary of VIII A grade at SMP Jaya Negara in

academic year of 2019/2020. There was improvement of students' vocabulary mastery

in term of noun. It was proved by the mean score of pre-test before applied Board Race

method was 32 and after applied Board Race, the mean score of post-test become 51

that categorized fairly good.

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