

## **USING BOARD RACE GAME TO IMPROVE STUDENTS' VOCABULARY MASTERY. A STUDY CONDUCTED AT SMP ANUGRAH TONDANO**

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**Abstract:** "Using Board Race Game to promote the students' vocabulary mastery at VIII grade kids of SMP Anugrah Tondano" was the topic of this study. This study sought to determine if the Board Race game improved pupils' vocabularies. This study was carried out using a quantitative approach. This study used an experimental pre-test and post-test design in one class. This study focused on the first grade at SMP Anugrah Tondano, which included 20 pupils. Each test consisted of 20 numbers, which were delivered to the pupils. According to the study's findings, the post-test's mean score (68) was higher than the pre-test's (38.25). Based on the findings, it was possible to draw the conclusion that utilizing a board race game to teach kids vocabulary was beneficial since it might motivate them to study and help them retain more words.

***Keywords: Teaching, Vocabulary, Game, Board Race Game, EFL***

### **INTRODUCTION**

In the sense of the term, language is a tool for communicating information, ideas, thoughts, or feelings that are close to the heart. A group of men use language as a means of communication to express their feelings and thoughts, according to Wibowo (2001; 3). Language is a system of meaningful symbols and

articulate sounds (produced by said tool). All social activities depend on language, and people require language to communicate with one another. (Sudarsono, L., Samola, N., and Maru, M. G. 2018). The four fundamental components of language are speaking, listening, reading, and writing.

The structure, pronunciation, and vocabulary of the English language are entirely distinct from those of the Indonesian language. (Mogea, 2019) "English holds a significant place in practically every sphere of life, including business, trade, academia, tourism, etc. Children and teens seldom use their mother tongue; instead, they choose to use English over Bahasa Indonesia or even their own language (Olij, S. Rombepajung, P. Hampp, P. 2018). Additionally, while learning new words, children frequently forget the definitions of words they have already been taught or used. Unfortunately, because they are not used to speaking, most students find it difficult to express their views and opinions in many workplace settings. It was frequently brought on by the restricted vocabulary.

One of the most crucial skills to master when studying a foreign language is vocabulary. "Very little can be stated without grammar, nothing can be conveyed without vocabulary," writes Wilkins in Harmer (2002). One of the most fundamental things that must be learnt in order to grasp a language is vocabulary. In light of the fact that using vocabulary as a foundation for language learning may help students become more proficient in the subject, it has become a top focus in schools. Liando, N., and Mozes, G. "Learning vocabulary is a vital component of learning a language, and it is also a fundamental step to learning English in both written and spoken form." Additionally, students' academic vocabulary knowledge is essential for language proficiency since it is essential to be proficient in reading, listening, speaking, and writing. Students should understand several vocabulary-related concepts when learning new words, such as how to pronounce words, how to spell words correctly, and how to use words grammatically. Vocabulary is a crucial part of language competency because it sets

the stage for how effectively students talk, listen, read, and write. This is according to Richard and Renandya (2002: 255).

Some pupils in Indonesia believe that learning English is really challenging. English class is actually incredibly dull in addition to being challenging. The majority of students find it challenging to utilize language; this is due to a number of variables, including a lack of vocabulary and practice. Since English is an international language, it is impossible to conceive that kids who are unable to learn it would be able to broaden their minds and improve their futures. If they have no knowledge of English at all, how will their future be bright? The educators need to focus intently on finding a solution to this issue. Therefore, the manner they teach vocabulary will alter students' perceptions of what it's like to learn English.

Board Race Game is one type of game. Board Race is a fun game that is used to review vocabulary, whether it be terms from the lesson you just taught or words from a lesson you taught last week, according to (Deubelbeiss:2009). Additionally, it may be utilized at the beginning of class to get students involved. It is an excellent technique to find out what knowledge your pupils have on the subject you are about to teach them.

## **RESEARCH METHODOLOGY**

The researcher employed a quantitative approach in this investigation. According to a pre-experimental design with pretest-posttest, the researcher gathered the data. Considering the connection variables is a strategy for assessing objective hypotheses, according to Creswell (2017). It include gathering, processing, interpreting, and writing the findings of a research. The one group pre-test and post-test design is comparable to the one shot case study, as described by Hatch and Farhady (1982). The T1 pre-test and the T2 post-test are the two tests. In the illustration of the design, X is used to illustrate the treatment:

<b>T1</b>	<b>X</b>	<b>T2</b>
Pretest	Treatment	Posttest

It indicates that the instructor tested the students before playing Board Race Games and again after using it multiple times in class. The examination took the form of an objective written test. Both pre- and post-tests are available. The pre-test and post-test each had 20 multiple-choice questions, and the exam was set up in accordance with the information provided. The 20 first graders at SMP Anugrah Tondano who made up the study's subject were examined.

The researcher utilized the mean score formula (Hatch and Farhady, 1982:20) to analyze the data obtained:

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

$\bar{x}$  = Mean score

$\sum x$  = Sum of the score

N = Total number of students

The full test, the computation for the mean score  $\bar{x}$ , the standard deviation, and the data given in frequency distribution can all be displayed on a frequency polygon.

## **FINDINGS AND DISCUSSION**

### ***Description of Research Result***

The researcher employed a pre-experimental design with a single group pre-test and post-test, as indicated in chapter III. One class with twenty students made up the sample for this study. The pre-test and post-test were administered by the researcher as part of the data collection process so that the results of the pre-test (done before the treatment) and post-test (done after the treatment using

the board racing game) could be compared. The data were then gathered and statistically evaluated. The data were collected and entered into a frequency distribution table where the mean score was calculated.

**Table 1. The Scores of Students' T1 and T2 and Gain.**

<b>Students Number</b>	<b>T1</b>	<b>T2</b>	<b>Gain</b>
1	25	60	35
2	40	55	15
3	35	75	40
4	10	55	45
5	15	60	45
6	10	35	25
7	25	60	35
8	65	70	5
9	25	65	40
10	60	85	25
11	65	90	25
12	30	65	35
13	40	60	20
14	30	65	35
15	60	90	30
16	30	75	45
17	40	80	40
18	65	85	20
19	40	70	30
20	55	60	5

$$X(\text{pre-test}) = \frac{\sum x}{n} = \frac{765}{20}$$

$$= \mathbf{38.25}$$

$$X(\text{post-test}) = \frac{\sum x}{n} = \frac{1.360}{20}$$

$$= \mathbf{68}$$

The statistics above revealed that twenty (20) students took the exam, of whom two (2) raised their score by five (5), one (1) increased their score by fifteen (15) points, two (2) increased their score by twenty (20), and three (3) increased their score by twenty-five (25) points. There were two students who improved by thirty (30) points, four who improved by thirty-five (35) points, three who improved by forty (40) points, and three who improved by forty-five (45).

As a result of this strategy, pre-test vocabulary mastery improved more than post-test vocabulary mastery. It implies that teaching students to play board games might aid in their vocabulary development.

**Table 2. Pre-Test Frequency Distribution Matrix (T1)**

Scores	Tally	Frequenc y	Frequenc y %	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage
65	III	3	15	20	0.15%	100
60	II	2	10	17	0.10%	85
55	I	1	5	15	0.05%	75
40	IIII	4	20	14	0.20%	70
35	I	1	5	10	0.05%	50
30	III	3	15	9	0.15%	45
25	III	3	15	6	0.15%	30
15	I	1	5	3	0.05%	15
10	II	2	10	2	0.10%	10

Table 2 demonstrated that out of the twenty (20) students who participated in the pre-test, the highest value was sixty-five (65) and was attained by three students or fifteen percent (15%). Two students received sixty or ten percent (10%), one received fifty-five percent (5%), four received forty-five percent (20%), one received thirty-five percent (5%), three obtained thirty or fifteen

percent (15%), three obtained twenty-five percent (15%), and one received fifteen percent (5%) and two received ten percent (10%).

**Table 3. Frequency Distribution Matrix of Post-test ( $T_2$ )**

Scores	Tally	Frequency	Frequency %	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage
90	II	2	10	20	0.10%	100
85	II	2	10	18	0.10%	90
80	I	1	5	16	0.05%	80
75	II	2	10	15	0.10%	75
70	II	2	10	13	0.10%	65
65	III	3	15	11	0.15%	55
60	IIII	5	25	8	0.25%	40
55	II	2	10	3	0.10%	15
35	I	1	5	1	0.05%	5

From the twenty students who participated in the post-test, Table 3 revealed that two students received 90 or 10%, two students received 85 or 10%, one student received 80 or 5%, two students received 75 or (10%), two students received 70 or (10%), three students received 65 or (15%), five students received 60 or (25%), two students received 55 or (10%), and one student received 35 or 5%.

**Table 4. Computation of Mean ( $\bar{X}$ ) and Standard Deviation ( $S$ ) of pre-test**

Students Number	Score ( $X$ )	$(\bar{X})$	$(X-\bar{X})$	$(X-\bar{X})^2$
1	25	38.25	-13.25	175.56
2	40	38.25	1.75	3.06

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3	35	38.25	-3.25	10.56
4	10	38.25	-28.25	798.06
5	15	38.25	-23.25	540.56
6	10	38.25	-28.25	798.06
7	25	38.25	13.25	175.56
8	65	38.25	26.75	715.56
9	25	38.25	-13.25	175.56
10	60	38.25	21.75	473.06
11	65	38.25	26.75	715.56
12	30	38.25	-8.25	68.06
13	40	38.25	1.75	3.06
14	30	38.25	-8.25	68.06
15	60	38.25	21.75	473.06
16	30	38.25	-8.25	68.06
17	40	38.25	1.75	3.06
18	65	38.25	26.75	715.56
19	40	38.25	1.75	3.06
20	55	38.25	16.75	280.56
	765			6.267.7

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The analysis's findings indicated that twenty (20) students participated in the test. Pre-test results showed that two (2) students had the lowest score of 10, while three (3) students combined for the highest score of 65. Additionally, the pre-test's mean score is 38.25.

**Table 5. Computation of Mean ( $\bar{X}$ ) and Standard Deviation ( $S$ ) of Post-test**

Students Number	Score (X)	( $\bar{X}$ )	( $X-\bar{X}$ )	( $X-\bar{X}$ ) <sup>2</sup>
1	60	68	-8	64
2	55	68	-13	169
3	75	68	7	49
4	55	68	-13	169
5	60	68	-8	64
6	35	68	-33	1.089
7	60	68	-8	64
8	70	68	2	4
9	65	68	-3	9
10	85	68	17	289
11	90	68	22	484
12	65	68	-3	9
13	60	68	-8	64
14	65	68	-3	9
15	90	68	22	484
16	75	68	7	49
17	80	68	12	144
18	85	68	17	289
19	70	68	2	4
20	60	68	-8	64
	1.360			3.570

The analysis's findings indicated that 20 pupils participated in the test. The best score on the post-test was 90, earned by two students, while the lowest was 35, earned by one student. And the post-test's average score is 68.

$$\begin{aligned} \bar{X} &= \frac{\sum x}{n} \\ \sum X &= \frac{1.360}{20} \\ &= 68 \\ S &= \frac{\sum x \sqrt{(x-x)^2}}{n-1} \\ &= \frac{\sqrt{3.570}}{20-1} \\ &= \frac{\sqrt{3.570}}{19} \\ &= \sqrt{187.894} = 43.346 \end{aligned}$$

**Table 6. Result of mean score**

	<b>Pre-test</b>		<b>Post-test</b>
<b>Σ x (T1)</b>	<b>765</b>	<b>Σ x (T2)</b>	<b>1.360</b>
<b>N</b>	<b>20</b>	<b>N</b>	<b>20</b>
<b>Mean score</b>	<b>38.25</b>	<b>Mean score</b>	<b>68</b>

The analysis's findings indicated that twenty (20) students participated in the test. The best score on the pretest was 65, earned by three (3) students, while the lowest was 10, earned by two (2). The best score on the post-test was 90, earned by two students, while the lowest was 35, earned by one student. Pre-test (T1) mean score (x) is 38,25; post-test (T2) mean score (x) is 68.

## **Discussion**

The findings were obtained after the researcher used the Board Race Game to teach vocabulary. The major source of the pupils' vocabulary deficit is monotony, which is brought on by the methods or media employed in the classroom. There

are various ways to make studying and teaching English engaging and fun. One of them, in this case a board race game, uses a game.

With the same set of pupils, the researcher tested them over the course of two encounters. Both the pre-test and the post-test were examined. The experimental pre-test was given during the first meeting. Before starting therapy, a pre-test was conducted to determine the pupils' vocabulary proficiency. The therapy was administered and a post test was carried out at the second meeting by the researcher. The improvement of the kids' vocabulary was measured both before and after the intervention.

By studying in a stimulating and enjoyable environment, the Board Race Game has assisted the students in improving their command of English vocabulary. Additionally, one of the advancements of the board game as a traditional game that may be played on a board, table, or floor is (Deubelbeiss: 2009)' Board Race Game. A wonderful approach for kids to improve their English while having some friendly rivalry is to play a game of board races. 2017 (Fitri Palupi) The "Board Race Game" is frequently used in English language instruction, particularly to help pupils remember previously taught vocabulary.

Pre-test scores ranged from 10 to 65, according to the results of the pre-test and post-test. The post-test had a maximum score of 90 and a minimum score of 35. The average pre-test score was 38.25, while the average post-test score was 68. As a result, the post-test's mean score was higher than the pre-test's. It implies that the Board Race Game may enhance pupils' lexical proficiency.

The pre-test results revealed that the kids' language knowledge is still quite limited. The pupils' vocabulary increased after the researcher provided the therapy, according to the results of the post-test. Finally, this study found that the Board Race Game was a successful medium for raising pupils' vocabulary levels.

## **CONCLUSION & SUGGESTION**

### ***Conclusion***

According to the data analysis in the chapter before, using the Board Race Game to teach vocabulary to students was a good way to increase their command of the language. The results show that the mean post-test score (68) is greater than the pre-test score (38.25), as can be observed. It indicated that the kids' vocabulary had grown. The students learn and remember new vocabulary more easily when Board Race Game is used as a teaching tool because it helps create a joyful learning environment in the classroom. Board Race Game is an excellent tool for teaching vocabulary.

### ***Suggestion***

Based on the findings of this study, the following recommendations may be made: 1. The instructor should employ the Board Race Games through English as a strategy since it helps students learn more vocabulary.

2. This can be used as an extra reference by the subsequent author who will have students undertake comparable research.

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